DOCUMENT RESUME

ED 426 657 HE 031 806

AUTHOR	Frankfort, Frank, Ed.
TITLE	FIPSE Project Abstracts: Comprehensive Program 1995-1998; EC/US Joint Consortia 1998; Controlling the Cost of Postsecondary Education 1998; Disseminating Proven Reforms 1998.
INSTITUTION	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1998-12-14
NOTE	147p.
PUB TYPE	Reference Materials - Bibliographies (131) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Cooperative Programs; *Demonstration Programs; Educational Change; Federal Programs; Foreign Countries; Grants; Higher Education; Instructional Improvement; International Programs; Postsecondary Education; Program Costs
IDENTIFIERS	European Community; *Fund for Improvement of Postsecondary Education

ABSTRACT

This document lists projects funded under the Department of Education's Fund for the Improvement of Postsecondary Education's (FIPSE) Comprehensive Program from 1995 through 1998. Also included in this edition are abstracts of the three 1998 FIPSE focus competitions: Disseminating Proven Reforms, European Community/United States Joint Consortia, and Controlling the Cost of Postsecondary Education. Projects are listed alphabetically by institution within each year. Each listing includes the grant number, the institution, a brief abstract of the program with its ending date, and contact information (including names, addresses, phone numbers, e-mail addresses, and World Wide Web sites, when available). The special 1998 focus programs are listed separately. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED 426 657

FIPSE PROJECT ABSTRACTS

Comprehensive Program 1995-1998
EC/US Joint Consortia 1998
Controlling the Cost of Postsecondary Education 1998
Disseminating Proven Reforms 1998

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF EDUCATION

HE031806

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

This 1998 edition of the FIPSE Projects Abstracts lists projects funded in the Comprehensive Prtogram from 1995 to 1998. As part our efforts to disseminate information about recent educational reform, descriptions of projects that ended in August and September 1998 have been retained in this edition. A number of projects have developed home pages to disseminate curricular materials and information. These have been added. For the first time we have also added abstracts for the three 1998 focus competitions: Disseminating Proven Reforms, European Community/United States Joint Consortia, and Controlling the Cost of Postsecondary Education.

As you look through these pages, you may find descriptions of projects that are focussed on issues and challenges currently being faced at your own institution. Project directors are delighted to share with you the results of their grants. They are the best source for the most current curricular materials and evaluations. All project directors are committed to disseminating the results of their projects. More detailed descriptions of each FIPSE project may be found in the Program Book, which is available on our home page at <http://www.ed.gov/offices/OPE/FIPSE/> In addition this home page includes guidelines for other FIPSE competitions and helpful suggestions for submitting competitive proposals.

The FIPSE staff is ready to assist prospective applicants, particularly in the application process. We encourage you to contact the FIPSE office at (202) 708-5750 and speak with a program officers regarding your idea for a project. Phone nymbers and e-mail addresses for program officers may be found on the staff directory page. The submission date for Comprehensive Program preliminary applications is mid-October each year and for the 1999 Comprehensive competition is October 21.

We welcome your comments on this publication. You may send e-mail comments to us at frank_frankfort@ed.gov

Frank Frankfort, Editor
Levenia Ishmell, Administrative Assistant

98intro.wpd
December 14, 1998

FIPSE Staff Directory

Charles Karelis, Director
202-708-5750
charles_karelis@ed.gov

Sandra Newkirk, Deputy Director
202-708-5764
sandra_newkirk@ed.gov

Michael Nugent, Program Officer
202-260-9991
mike_nugent@ed.gov

Cassandra Courtney, Program Officer
202-708-4663
cassandra_courtney@ed.gov

Jay Donahue, Program Officer
202-708-5761
jay_donahue@ed.gov

Donald Fischer, Program Officer
202-260-3130
donald_fischer@ed.gov

Frank Frankfort, Program Officer
202-260-3704
frank_frankfort@ed.gov

David Johnson, Program Officer
202-708-5765
david_johnson@ed.gov

Brian Lekander, Program Officer
202-708-5759
brian_lekander@ed.gov

Dora Marcus, Evaluation Specialist
202-708-5758
dora_marcus@ed.gov

Joan Straumanis, Program Officer
202-708-5750
joan_straumanis@ed.gov

Rosemary Wolfe, Program Officer
202-708-6117
rosemary_wolfe@ed.gov

FIPSE address: Fund for the Improvement of Postsecondary Education
U.S. Department of Education
Room 3100, ROB-3
7th and D Streets, S.W.
Washington, DC 20202-5175

FIPSE telephone: 202-708-5750

FIPSE home page: <http://www.ed.gov/offices/OPE/FIPSE/>

fipsedir
November 27, 1998

TABLE OF CONTENTS

1995 Comprehensive Program

Alabama, University of	1
Alaska, University of, Southeast	1
Albemarle, College of the	1
American Association for Higher Education	2
American Political Science Association	2
American Samoa Community College	2
American Studies Association	3
Arkansas, University of, Little Rock	3
California, University of, Irvine	3
Cheyney University of Pennsylvania	4
City College of San Francisco	4
City University of New York, Brooklyn College	4
City University of New York, College of Staten Island	5
City University of New York, Hunter College	5
Clemson University	5
Coastline Community College	6
College Board	6
Colorado School of Mines	6
Cook County Community College	7
Delaware, University of	7
DePaul University	7
Dickinson College (Baxter-Hastings)	8
Dickinson College (Jackson)	8
Duke University	8
Essex County College	9
Fayetteville State University	9
Fisk University	9
Fort Valley State College	10
Gonzaga University School of Law	10
Heritage College	10
Illinois Institute of Technology	11
Illinois, University of	11
Immaculate Heart College	11
Indiana University, Purdue University at Indianapolis	12
Institute of International Education	12
Iowa, University of	12

Kansas State University 13

League for Innovation in the Community College 13

Mary Baldwin College 13
Maryland, University of 14
Miami University 14
Michigan, University of (Jonides) 14
Michigan, University of, Flint (King) 15
Minnesota, University of (Durfee) 15
Minnesota, University of (Aune) 15
Mississippi University for Women 16
Montana State University 16

Nebraska, University of (Markes) 16
Nebraska, University of (Bernstein) 17
Neuman College 17
New Hampshire, University of 17
New Hampshire College 18
New School for Social Research 18
Norfolk State University 18
North Texas, University of 19
Northeastern University (Sullivan & Pantalone) 19
Northeastern University (Fiedlman & Sadow) 19
Northwest Indian College 20

Ohio State University 20

Portland State University 20
Prairie View A&M University 21

Rensselaer Polytechnic Institute 21
Rhode Island School of Design 21
Rutgers University 22

Southern Illinois University 22
Southern Oregon State College 22
St. Andrew's College 23
St. Cloud State University 23
St. Mary's College 23
Stanford University 24

Temple University 24
Tri-County Technical College 24

Utah, University of 25

Villanova University 25
Virginia Polytechnic University & State University 25

Washington, University of 26
Western Michigan University 26
Willamette University 26
Wisconsin, University of 27

1996 Comprehensive Program

Alverno College	28
American Association of Colleges of Pharmacy	28
American Council on Education	28
Arizona, University of	29
Arizona State University	29
Arkansas, University of Little Rock	29
Association of Collegiate Business Schools & Programs	30
Bard College	30
Boston University	30
Brevard Community College	31
California, University of, Davis	31
City University of New York, Queens College (Summerfield)	31
City University of New York, Queens College (Savage & Kilger)	32
Colorado Community College & Occupational Education System	32
Columbia University	32
Concordia University	33
Delaware, University of	33
Dona Ana Branch Community College	33
Eastern Idaho Technical College	34
Education Resources Institute	34
Evergreen State College	34
Foothill College	35
Governors State University	35
Hawaii, University of	35
Illinois Institute of Technology	36
Indiana University of Pennsylvania	36
Indiana University-Purdue University at Indianapolis	36
Kennesaw State College	37
Landmark College	37
Langston University	37
Lawrence Technological University	38
Maryland, University of (Shapiro)	38
Maryland, University of (Wilkenfeld)	38
Miami University	39
Mississippi Consortium for International Development	39
Montana, University of	39

North Dakota, University of 40
North Texas, University of 40
Norwich University 40

Ohio State University (Huntington & Glowski) 41
Ohio State University & West Virginia University (Long & Wiede) 41

Richmond, University of 41
Robert Morris College 42

San Francisco State University 42
Santa Barbara City College 42
Sonoma State University 43
South Carolina State University 43
South Dakota State University (Stenberg Nichols) 43
South Dakota State University (Woodard & Danielson) 44
South Florida, University of 44
Stanford University 44
State University of New York, College of Technology at Alfred 45
Syracuse University 45

Thomas Nelson Community College 45

Virginia Polytechnic Institute & State University (Shaffer) 46
Virginia Polytechnic Institute & State University (Fox) 46

Washington Higher Education Coordinating Board 46
West Virginia University 47
Western Interstate Commission for Higher Education 47
Westminster College 47
Wilmington College 48
Wisconsin, University of, Stevens Point 48
Worcester Polytechnic Institute 48

American Council on the Teaching of Foreign Languages 49
Arizona State University 49
Arkansas, University of 49
Association of Collegiate Business Schools & Programs 50

Benedict College 50
Boston University 50

California, University of, Berkeley (Trow) 51
California, University of, Berkeley (Lubenow) 51
California, University of, Davis (Walters) 51
California, University of, Davis (Potter) 52
California, University of, Los Angeles 52
California State University, Fresno 52
Carnegie Mellon University (Hefley) 53
Carnegie Mellon University (Scheines) 53
Center for Occupational Research & Development 53
Central Washington University 54
City University of New York, City College 54
Clarkson University 54
Coalition for Christian Colleges & Universities 55
Coastline Community College 55
College of William & Mary 55
Colorado School of Mines 56
Cooper Union for the Advancement of Science & Art 56
Council of Independent Colleges 56

Education Development Center, Inc. 57

Findlay, University of 57
Foothill College 57

Georgia, University of 58

Higher Education Coordinating Board (WA) 58
Hope College 58

Illinois, University of, Chicago (Gelula) 59
Illinois, University of Chicago (Chung) 59
Incarnate Word, University of the 59
Iowa, University of 60

Kalamazoo College 60
Kansas City Public Television 19, Inc. 60
Kansas State University 61
Kirkwood Community College 61

Lynchburg College 61

Maryland, University of, College Park 62
Massachusetts, University of 62
Massachusetts, University of, Lowell 62
Michigan, University of 63
Michigan State University (Klomparens) 63
Michigan State University (Snider) 63
Minnesota, University of 64
Mississippi, University of 64
Missouri, University of 64
Morehouse College 65

New Hampshire, University of 65
New Hampshire, University System of 65
North Carolina, University of, Chapel Hill 66
North Carolina State University 66
Northern Essex Community College 66

Oklahoma, University of 67
Oregon, University of 67

Pennsylvania Institute of Technology 67
Prairie View A&M University 68

Rice University 68
Rockland County Community College 68

San Francisco State University (Love) 69
San Francisco State University (Silverman & Stump) 69
Santa Fe Community College 69
Southwestern Louisiana, University of 70
Springfield Technical Community College 70
St. Olaf College 70

Tufts University (Thornton) 71
Tufts University (Crane) 71

Utah State University 71

Vermont Technical College 72

Washington, University of 72

Albany Law School	73
American Council for Liberal Education	73
American Council of Teachers of Russian	73
Arizona State University	74
Arizona, University of (Larson)	74
Arizona, University of (Proulx)	74
Association of American Colleges & Universities (Spalding)	75
Association of American Colleges & Universities (Schneider)	75
Bard College	75
Barnard College	76
Berkshire Community College	76
Boston College	76
Brigham Young University	77
California, University of, Los Angeles (Ricci)	77
California, University of, Los Angeles (Champagne)	77
California, University of, Riverside	78
Center for Applied Linquistics	78
Central Connecticut State University	78
Central Michigan University	79
City College of San Francisco	79
Coastline Community College	79
College of the Canyons	80
Colegio Universitario del Este	80
Colorado, University of, Health Sciences Center	80
Colorado, University of	81
Columbia College Chicago	81
CUNY/Brooklyn College (Bell)	81
CUNY/Brooklyn College (Higginbotham)	82
CUNY/College of Staten Island (Ciaccio)	82
CUNY/College of Staten Island (DeSimone)	82
CUNY/Hunter College (James)	83
CUNY/Hunter College (Sastri)	83
CUNY/New York City Technical College	83
CUNY/Queens College	84
Daytona Beach Community College	84
Florida International University	84
Foundation for Independent Higher Education	85
Frederick Community College	85
Gallaudet University	85
Gateway Community College	86

Hartford, University of 86
Hobart and William Smith Colleges 86
Huston-Tillotson College 87

Illinois Institute of Technology 87
Indiana University 87

James Madison University 88

Kansas State University 88

Levine School of Music 88

Maine, University of 89
Manhattan Community College 89
Massachusetts, University of 89
Michigan, University of 90
Minnesota, University of 90

National Foreign Language Center 91
New England Conservatory 91
North Carolina, University of, Charlotte 91

Oregon University System 91
Oregon State University 92

Pace University 92
Pittsburgh, University of 92
Portland State University 93
Posse Foundation 93
Public Broadcasting Service, Adult Learning Services 93
Puerto Rico, University of, Rio Piedras 94
Rhode Island, University of 94
Rutgers University 94

Sacred Heart, University of 95
Saint Anselm College 95
San Jose State University 95
South Carolina Commission on Higher Education 96
Southern California, University of 96
Southern University 96
Southwest Texas State University 97
St. Philip's College 97
SUNY/Binghamton University 97
Suomi College 98

Tidewater Community College 98

Utah State University 98

Washington State University 99
Wisconsin, University of, Green bay 99
Wisconsin, University of, Madison 99
Women in Engineering Program 100

European Community/United States Joint Consortia--1998

Massachusetts Institute of Technology	101
Austin Community College	102
East Tennessee State University	103
Purdue University (Shao)	104
University of Delaware	105
Harold Washington College	106
University of North Carolina	107
Purdue University (Delleur)	108
Oregon State University	109
University of Colorado	110
Georgia Institute of Technology	111
Orange Coast College	112

Controlling the Cost of Postsecondary Education--1998

Indiana University	113
Nova Southeastern University	113
University of Massachusetts, Amherst	113
Dickinson College	114
University of Colorado, Denver	114
Colorado State University	114
Roane State Community College	115
Western Interstate Commission for Higher Education	115
Santa Barbara City College	115

Disseminating Proven Reforms--1998

Johns Hopkins University	116
University of Oregon	116
University of Rhode Island	117
Texas A&M University	117
Southwest Texas State University	118
Bonner Foundation	118
Allegheny University of the Health Sciences	119
Eastern College	119
Tidewater Community College	120
Utah Valley State College	120
Portland State University	121

abstract\contents.wpd

STATE LIST

Number	Institution	State/Territory
51516	Alaska, University of, Southeast	AK
52045	Alabama University of	AL
51783	Arkansas, University of, Little Rock	AR
61283	Arkansas, University of, Little Rock	AR
72084	Arkansas, University of	AR
50605	American Samoa Community College	AS
80148	Arizona, University of	AZ
80389	Arizona, University of	AZ
61115	Arizona, University of	AZ
60299	Arizona State University	AZ
80685	Arizona State University	AZ
71085	Arizona State University	AZ
70096	California, University of, Berkeley	CA
70584	California, University of, Berkeley	CA
61781	California, University of, Davis	CA
70194	California, University of, Davis	CA
70958	California, University of, Davis	CA
52223	California, University of, Irvine	CA
80228	California, University of, Los Angeles	CA
81313	California, University of, Los Angeles	CA
71855	California, University of, Los Angeles	CA
80450	California, University of, Riverside	CA
71568	California State University, Fresno	CA
81263	City College of San Francisco	CA
52180	City College of San Fransisco	CA
81418	Coastline Community College	CA
51805	Coastline Community College	CA
77300	Coastline Community College	CA
80093	College of the Canyons	CA
61964	Foothill College	CA
70762	Foothill College	CA
50043	Immaculate Heart College Center	CA
50159	League for Innovation in the Community College	CA
80066	Orange Coast College (J)	CA
61561	San Francisco State University	CA
72025	San Francisco State University	CA
72026	San Francisco State University	CA
60861	Santa Barbara City College	CA
80096	Santa Barbara City College (R)	CA
61492	Sonoma State University	CA
60211	Stanford University	CA
50499	Stanford University	CA

60970	Colorado Community College & Occupational Educ. System	CO
51710	Colorado School of Mines	CO
70050	Colorado School of Mines	CO
80085	Colorado State University (R)	CO
80039	Colorado, University of (J)	CO
80067	Colorado, University of (R)	CO
81638	Colorada, University of	CO
81537	Colorado, University of, Health Sciences Center	CO
60517	Western Interstate Commission for Higher Education	CO
80094	Western Interstate Commission for Higher Education	CO
80649	American Academy for Liberal Education	DC
50549	American Association for Higher Education	DC
80235	American Council of Teachers of Russian	DC
60308	American Council on Education	DC
50022	American Political Science Association	DC
51130	American Studies Association	DC
80340	Association of American Colleges & Universities	DC
80453	Association of American Colleges & Universitites	DC
80327	Center for Applied Linguistics	DC
70300	Coalition of Christian Colleges and Universities	DC
71797	Council of Independent Colleges	DC
50269	Delaware, University of	DE
60737	Delaware, University of	DE
80016	Delaware, University of (J)	DE
60237	Wilmington College	DE
60463	Brevard Community College	FL
80017	Nova Southeastern University (R)	FL
70432	Santa Fe Community College	FL
60141	South Florida, University of	FL
51282	Fort Valley State College	GA
80041	Georgia Institute of Technology (J)	GA
60550	Kennesaw State College	GA
70516	Morehouse College	GA
61251	Hawaii, University of	HI
51364	Iowa, University of	IA
70539	Iowa, University of	IA
70520	Kirkwood Community College	IA
61174	Eastern Idaho Technical College	ID
80057	Columbia College Chicago	IL
50413	Depaul University	IL
61726	Governors State University	IL
80022	Harold Washington College (J)	IL
70318	Illinois, University of, Chicago	IL
71268	Illinois, University of, Chicago	IL
50731	Illinois, University of, Urbana	IL

50423	Illinois Institute of Technology	IL
60293	Illinois Institute of Technology	IL
51888	Southern Illinois University, Carbondale	IL
50067	Indiana University-Purdue University at Indianapolis	IN
60198	Indiana University-Purdue University at Indianapolis	IN
80004	Indiana University (R)	IN
80015	Purdue University (J)	IN
80034	Purdue University (J)	IN
50933	Saint Mary's College	IN
60410	Association of Collegiate Business Schools and Programs	KS
70749	Association of Collegiate Business Schools and Programs	KS
70747	Kansas City PublicTelevision 19, Inc.	KS
51210	Kansas State University	KS
71020	Kansas State University	KS
70208	Southwestern Louisiana University	LA
80043	Berkshire Community College	MA
80015	Boston College	MA
60239	Boston University	MA
71722	Boston University	MA
70787	Education Development Center, Inc.	MA
61184	Education Resources Institute	MA
80001	Massacusetts Institute of Technology (J)	MA
80038	Massachusetts, University of, Amherst (R)	MA
70834	Massachusetts, University of	MA
71587	Massachusetts, University of, Lowell	MA
50219	Northeastern University	MA
50322	Northeastern University	MA
70925	Northern Essex Community College	MA
70866	Springfield Technical Community College	MA
70542	Tufts University	MA
71537	Tufts University	MA
60511	Worcester Polytechnic Institute	MA
80001	Johns Hopkins University (P)	MD
51052	Maryland, University of	MD
61181	Maryland, University of	MD
61240	Maryland, University of	MD
70186	Maryland, University of	MD
81014	Central Michigan University	MI
70933	Hope College	MI
71864	Kalamazoo College	MI
60160	Lawrence Technological University	MI
50813	Michigan, University of	MI
70698	Michigan, University of	MI
50769	Michigan, University of, Flint	MI
70157	Michigan State University	MI
70442	Michigan State University	MI
51275	Western Michigan University	MI

52215	Cook County Community Center	MN
50755	Minnesota, University of	MN
51132	Minnesota, University of	MN
70598	Minnesota, University of	MN
50960	St. Cloud State University	MN
71551	St. Olaf College	MN
71861	Missouri, University of	MO
70238	Mississippi, University of	MS
60859	Mississippi Consortium for International Development	MS
50977	Mississippi University for Women	MS
60045	Montana, University of	MT
51073	Montana State University	MT
51070	Albemarle, College of the	NC
50125	Duke University	NC
52022	Fayetteville State University	NC
70820	North Carolina, University of, Chapel Hill	NC
80024	North Carolina, University of (J)	NC
71905	North Carolina State University	NC
50378	St Andrew's College	NC
60229	North Dakota, University of	ND
51449	Nebraska, University of, Kearney	NE
51746	Nebraska, University of, Lincoln	NE
51522	New Hampshire, University of	NH
71226	New Hampshire, University of	NH
71698	New Hampshire, University of, System	NH
51342	New Hampshire College	NH
80027	Bonner Foundation (P)	NJ
51378	Essex County College	NJ
51550	Rut[illegible]s University	NJ
61258	Dona Ana Branch Community College	NM
80419	Albany Law School	NY
70602	American Council on the Teaching of Foreign Languages	NY
80536	Bard College	NY
60748	Bard College	NY
80120	City University of New York, Brooklyn College	NY
51898	City University of New York, Brooklyn College	NY
70427	City University of New York, City College	NY
51068	City University of New York, College of Staten Island	NY
50062	City University of New York, Hunter College	NY
60385	City University of New York, Queens College	NY
61506	City University of New York, Queens College	NY
70110	Clarkson University	NY
50608	College Board	NY
60417	Columbia University	NY
70301	Cooper Union for the Advancement of Science and Art	NY

50263	Institute of International Education	NY
51966	New School for Social Research	NY
50091	Rensselaer Polytechnic Institute	NY
71511	Rockland County Community College	NY
60710	State University of New York, College of Technology at Alfred	NY
60125	Syracuse University	NY
70125	Findlay, University of	OH
50860	Miami University	OH
61444	Miami University	OH
50805	Ohio State University	OH
60717	Ohio State University & West Virginia University	OH
60900	Ohio State University	OH
61601	Langston University	OK
71755	Oklahoma, University of	OK
61982	Concordia University	OR
80038	Oregon State University (J)	OR
71751	Oregon, University of	OR
80003	Oregon, University of (P)	OR
52099	Portland State University	OR
80044	Portland State University (P)	OR
52231	Southern Oregon State College	OR
51140	Willamette University	OR
80031	Allegheny University of the Health Sciences (P)	PA
70305	Carnegie Mellon University	PA
71703	Carnegie Mellon University	PA
51619	Cheyney University of Pennsylvania	PA
50675	Dickinson College	PA
50999	Dickinson College	PA
80056	Dickinson College (R)	PA
80032	Eastern College (P)	PA
60883	Indiana University of Pennsylvania	PA
52073	Neumann College	PA
70175	Pennsylvania Institute of Technology	PA
60759	Robert Morris College	PA
50279	Temple University	PA
51374	Villanova University	PA
60938	Westminster College	PA
80506	Colegio Universitario del Este	PR
50625	Rhode Island School of Design	RI
80009	Rhode Island, University of (P)	RI
71289	Benedict College	SC
50382	Clemson University	SC
60456	South Carolina State University	SC
51215	Tri County Technical College	SC
61948	South Dakota State University	SD
61949	South Dakota State University	SD

80014	East Tennesse State University (J)	TN
50795	Fisk University	TN
80092	Roane Stae Community College	TN
80010	Austin Community College (J)	TX
72027	Center for Occupational Research and Development	TX
70056	Incarnate Word, University of the	TX
52224	North Texas, University of	TX
60288	North Texas, University of	TX
51211	Prairie View A&M University	TX
70120	Prairie View A&M University	TX
71440	Rice University	TX
80013	Southwest Texas State University	TX
80011	Texas A&M University (P)	TX
80586	Brigham Young University	UT
50098	Utah, University of	UT
71688	Utah State University	UT
80040	Utah Valley State College (P)	UT
61401	American Association of Colleges of Pharmacy	VA
70593	College of William and Mary	VA
70348	Lynchburg College	VA
51558	Mary Baldwin College	VA
50216	Norfolk State University	VA
60592	Richmond, University of	VA
60811	Thomas Nelson Community College	VA
80035	Tidewater Community College (P)	VA
50312	Virginia Polytechnic Institute and State University	VA
60201	Virginia Polytechnic Institute and State University	VA
61190	Virginia Polytechnic Institute and State University	VA
61634	Landmark College	VT
61269	Norwich University	VT
71371	Vermont Technical College	VT
70011	Central Washington University	WA
61622	Evergreen State College	WA
50611	Gonzaga University	WA
50940	Heritage College	WA
70684	Higher Education Coordinating Board	WA
50683	Northwest Indian College	WA
50386	Washington, University of	WA
60215	Washington Higher Education Coordinating Board	WA
61591	Alverno College	WI
50459	Wisconsin, University of	WI
60882	Wisconsin, University of, Stevens Point	WI
61725	West Virginia University	WV

1995 Comprehensive Program Grants

P116B52045 Alabama, University of (AL) 1995

Develops "standardized client" cases for use in the training of social workers. This technique, involving the use of nonprofessionals to act out situations commonly encountered in the field, has been widely used in the medical professions to help students learn successful interviewing and treatment techniques before actually participating in field experiences. This proposal would extend the technique to social work, and would produce materials for use by other professional schools. (end date: 8/31/98)

Lee W. Badger
Lbadger@SW.UA.EDU
(205) 348-0844
University of Alabama
School of Social Work
Box 870314
Tuscaloosa, AL 35487-0314

Gordon MacNeil
Gmacneil@SW.UA.EDU
(205) 348-3939
University of Alabama
School of Social Work
Box 870314
Tuscaloosa, AL 35487-0314

P116B51516 Alaska, University of, Southeast (AK) 1995

Supports rural Native Alaskan students during their first year at the university both academically and through culturally appropriate social structures. Student cohorts will be organized along tribal patterns, and students will be welcomed by and included in local Native Alaskan communities. Academic programs will focus largely on the development of expertise needed by students' home communities such as health science, law enforcement, teacher education, and environmental science. (end date: 8/31/98)

Elaine Sunde
tfels@acad1.alaska.edu
(907) 747-6653
University of Alaska, Southeast
1332 Seward Avenue
Sitka, AK 99835

P116B51070 Albemarle, College of the (NC) 1995

Develops an intergenerational reading aloud program for student parents and their children. Activities include seminars for reading aloud, storytelling, writing stories and related crafts. Anticipated outcomes focus on bettering college retention rates and grades. (end date: 5/31/98)

Maureen Cahill
cah@norfolk.infi.net
(919) 335-0821
College of the Albemarle
P.O. Box 2327
Elizabeth City, NC 27906-2327

P116B50549 American Association for Higher Education (DC) 1995

Expands the work of the Forum on Faculty Roles and Rewards to include an annual conference, a national clearinghouse, and a publication series focusing on faculty priorities. (end date: 6/30/98)
<http://www.ido.gmu.edu/aahe/welcome.html>

R. Eugene Rice
aaheffrr@aahe.org
(202) 293-6440 ext 37
American Association for Higher Education
One Dupont Circle, NW
Suite 360
Washington, DC 20036

Pamela Bender
aaheffrr@aahe.org
(202) 293-6440 ext 37
American Association for Higher Education
One Dupont Circle, NW
Suite 360
Washington, DC 20036

P116B50022 American Political Science Association (DC) 1995

Canvases political science faculty across the country in order to devise syllabi for a model introductory political science course. The new course will deport from tradition by looking at the U.S. not by itself but in comparison with a number of other systems. Syllabi will be evaluated and critiqued in national conferences and distributed to political science departments across the country with particular emphasis on the departments that lead the nation in the production of PhDs. (end date: 8/31/98)

Sheilah Mann
smann@apsa.com
(202) 483-2512
American Political Science Association
1527 New Hampshire Avenue, NW
Washington, DC 20036

P116B50605 American Samoa Community College (AS) 1995

Develops six new courses for a written Samoan language tract. The goal is to develop writing skills in students' first language so that the students may transfer these skills into English. Course sequence will include composition, creative writing, and a Samoan-to-English transition course. (end date: 7/31/98)

Kathleen Kolhoff
(684) 699-9155
American Samona Community College
ASCC Box 2609
Pago Pago, AS 96799

P116B51130 American Studies Association (DC) 1995

Establishes an international Internet linkage for American Studies faculty and scholars. Curricular materials and scholarly resources are among the materials to be exchanged. Several campus test sites are targeted for initial development, including use of multimedia materials for distribution on the World Wide Web. (end date: 6/30/98) The e-mail address for the Crossroads Project is cepacs@guvax.georgetown.edu <http://www.georgetown.edu/crossroads

Randall Bass
bass@gusun.georgetown.edu
(202) 687-4535
Georgetown University
English Department
Washington, DC 20057

Jeff Findlay
Findlay@gusun.georgetown.edu
(202) 687-4535
Georgetown University
English Department
Washington, DC 20057

P116B51783 Arkansas, University of, Little Rock (AR) 1995

Establishes a peer support network to serve adult students. The cornerstone of the project will be the Adult Student Advocacy Center, which will be the campus base of operations for community outreach and recruitment and for academic support activities administered by a staff of current and former adult students. (end date: 7/31/98)

Margaret Birdsong
MABIRDSONG@UALR.EDU
(501) 569-8648
University of Arkansas, Little Rock
2801 South University Avenue
Ross Hall, 416B
Little Rock, AR 72204-1099

Barbara Silaski
basilaski@ualr.edu
(501) 227-4577
University of Arkansas, Little Rock
2801 South University Avenue
Ross Hall, 416B
Little Rock, AR 72204-1099

P116B52223 California, University of, Irvine (CA) 1994

Implements six integrated art/social studies units representative of six minority groups in the area. The project includes innovative approaches to research and interdisciplinary learning for undergraduates and graduate students, while helping K-12 schools meet new arts education goals. (end date: 8/31/97)

Jill Beck
JillBeck@uci.edu
(214) 768-2951
University of California, Irvine
School of the Arts, Arts-300
Irvine, CA 92697-2775

P116B51619 Cheyney University of Pennsylvania (PA) 1995

Develops a retention program for underprepared first-year students in which they study academic subjects in intense and highly structured 5-week-long courses. The project will also involve the students' parents/guardians in activities to support their academic success. (end date: 8/31/98)

Gloria Grantham
(610) 399-2271
Cheyney University of Pennsylvania
Room 315, Wade Wilson Administration Building
Cheyney, PA 19319

P116B52180 City College of San Francisco (CA) 1995

Develops a three-tier,competency-based educational pathway for Community Health Workers. The College, in cooperation with employers, will develop a certificate program, an associates degree program and a 2-yr. 4-yr. transfer program. In addition, the partners will collaborate on a program aimed at the retention, support and advancement of first-level students. The project will help meet the growing need for well-trained community health workers and provide opportunities for postsecondary education to a nontraditional student population. (end date: 8/31/98)

Vicki Legion
vlegion@sfsu.edu
(415) 338-3034
San Francisco State University
CHWTP/Dept. of Health Education/Gym 308
1600 Holloway Avenue
San Francisco, CA 94132

P116B51898 City University of New York, Brooklyn College (NY) 1995

Strengthens the skills of underprepared students during the core sequence through integration of multicultural materials and a shared inquiry approach. The project includes faculty development associated with curriculum reform to improve access and retention. (end date: 8/31/98)

Martha J. Bell
MJBELL@BOYLAN3.BROOKLYN.CUNY.EDU
(718) 951-5738
CUNY/Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210

P116B51086 City University of New York, College of Staten Island (NY) 1995

Expanding a successful tech-prep model that includes apprenticeships at the secondary and postsecondary level. The expansion results in a broader based "Science Technology" program which focuses on specific technologies at the college. (end date: 8/31/98)

Leonard A. Ciaccio
Ciaccio@postbox.csi.cuny.edu
(718) 982-2432
CUNY/College of Staten Island
2800 Victory Boulevard
Room 1A-313
Staten Island, NY 10314

James W. Sanders
Sanders@postbox.csi.cuny.edu
(718) 982-3738
CUNY/College of Staten Island
2800 Victory Boulevard
Room 1A-313
Staten Island, NY 10314

P116B50062 City University of New York, Hunter College (NY) 1995

Redesigns the core curriculum for math, physics, and chemistry by integrating the three disciplines within a four-semester interdepartmental sequence. The sequence is designed to facilitate reinforcement and transfer of concepts and thereby reduce students' failure rate in the quantitative sciences. (end date: 12/31/98) < http://www.hunter.cuny.edu> < http://math.hunter.cuny.edu> <http://patsy.hunter.cuny.edu:8001/icc.html>

Pamela Mills
pam@patsy.hunter.cuny.edu
(212) 772-5331
CUNY/Hunter College
Department of Chemistry
695 Park Avenue
New York, NY 10021

William Sweeney
wsweeney@shiva.hunter.cuny.edu
(212) 772-5331
CUNY/Hunter College
Department of Chemistry
695 Park Avenue
New York, NY 10021

Sandra Clarkson
sclarkso@shiva.hunter.cuny.edu
(212) 772-5331
CUNY/Hunter College
Department of Mathematics
695 Park Avenue
New York, NY 10021

Robert Marino
rmarino@shiva.hunter.cuny.edu
(212) 772-5331
CUNY/Hunter College
Department of Physics
695 Park Avenue
New York, NY 10021

P116B50382 Clemson University (SC) 1995

Disseminates to 30 institutions a new approach for teaching non-standard calculus to students of the liberal arts, business, the social sciences, and management. The overarching theme of the course is rates of change and their interpretation in real-life situations. The course materials are data-driven, technology-based and constructivist. (end date: 8/31/98)

Iris Fetta
iris_fetta@quickmail.clemson.edu
(864) 656-3437
Clemson University
Department of Math Sciences
Clemson, SC 29634-1907

P116B51805 Coastline Community College (CA) 1995

Produces a CD-ROM-based "Virtual Biology Laboratory" for use in distance education biology courses. The VBL will include a series of interactive learning experiences and exercises that will simulate doing experiments in a laboratory. (end date: 8/31/97)

Peter Vander Haeghen
pvh@cccd.edu
(714) 241-6221
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

P116B50608 College Board (NY) 1995

Develops K-16 foreign language classroom standards, curricular models and embedded assessment strategies. Builds on the FIPSE funded Articulation and Achievement initiative. The project will be conducted in partnership by ACTFL, The College Board, and the New England Network of Academic Alliance. (end date: 8/31/97)

Claire Jackson
claire_jackson@brookline.mec.edu
(617) 730-2429
Brookline Public Schools
Brookline, MA 02146

Karen Masers-Wicks
kwicks@collegeboard.org
(617) 730-2429
College Board
45 Columbus Avenue
New York, NY 10023-699

P116B51710 Colorado School of Mines (CO) 1995

Consolidates three traditional junior-level lab courses in three engineering disciplines (materials science, fluid engineering, electronic systems control) into a single, interdisciplinary, year-long lab course using group-oriented methods and "discovery" exercises. Dissemination to several adapting sites is built into the project. (end date: 8/31/98)

Robert King
rking@mines.edu
(303) 273-3305
Colorado School of Mines
Division of Engineering
Golden, CO 80401

P116B52215 Cook County Community Center (MN) 1995

Develops a plan to bring higher educational services to a remote rural Minnesota county. The project would include on-site college courses with local adjunct faculty as well as distance learning. Regional colleges will cooperate with local officials in this project. (end date: 8/31/98)

Jean Marie Modl
(218) 387-9712
Cook County Community College
Economic Development Authority
P.O. Box 57
Grand Marais, MN 55604

P116B50269 Delaware, University of (DE) 1995

Expands, refines, and enhances the data collection instrument and research methods used to study instructional cost and productivity. The results of this work will provide data and tools for academic planners to maximize use of resources, thereby containing cost and keeping higher education affordable and accessible. (end date: 6/30/98)

Michael F. Middaugh
michael.middaugh@mvs.udel.edu
(302) 831-20211
University of Delaware
325 Hullihen Hall
Newark, DE 19716

P116B50413 DePaul University (IL) 1995

Employs foreign study, language across the curriculum, and the study of Spanish to prepare undergraduates for international tracks in the schools colleges of law and commerce. Program is designed to link students with expanding employment opportunities in international law and commerce in Spanish speaking countries, and will include coordination with graduate programs at the university's business and law schools. (end date: 8/31/98)

Douglass Cassel
dcassel@condor.depaul.edu
(312) 362-5920
DePaul University
College of Law
25 E. Jackson Boulevard
Chicago, IL 60604

P116B50675 Dickinson College (PA) 1995

Disseminates "Workshop Mathematics" curricula and pedagogical methods for three types of introductory courses: Quantitative Reasoning, Statistics with Applications, and Calculus with Review (a preparatory course for Calculus). These "lecture-less" courses use technology, group processes, and discovery techniques to introduce less-prepared students to mathematical concepts. (end date: 9/30/98)

Nancy Baxter Hastings
baxter@dickinson.edu
(717) 245-1626
Dickinson College
Department of Math & Computer Science
Carlisle, PA 17013

P116B50999 Dickinson College (PA) 1995

Develops and disseminates a sequence of introductory laboratory courses in physical science that may be used in teacher education programs, general studies for non-science majors, and programs promoting positive attitudes toward science. The hands-on Workshop Physical Science program is designed to improve college students' mastery of concepts and to give scientific investigation greater appeal. (end date: 8/31/98) <http://physics.dickinson.edu>

David P. Jackson
jacksond@dickinson.edu
(717) 245-1797
Department of Physics & Astronomy
Dickinson College
P.O. Box 1773
Carlisle, PA 17013

P116B50125 Duke University (NC) 1995

Creates, implements, and evaluates a teaching portfolio system for the faculty of the Duke University Medical Center. The intent is to create a means for recognition and reward of educational activity and to integrate such evaluation into review for promotion and tenure. (end date: 9/30/98)

Linda S. Lee
lee00031@mc.duke.edu
(919) 681-8653
Duke University, Medical Center
DUMC Box 3628
Durham, NC 27710

P116B51378 Essex County College (NJ) 1995

Seeks to develop a program to improve the academic achievement of minority students in conjunction with a research university, a technical college, and a high school. The program will entail articulation of curricula and inter-institutional learning communities. The targeted disciplines will be English, history, mathematics, natural sciences, business and accounting. (end date: 9/28/98)

David A. Berry
daberry@pilot.njin.net
(201) 877-3204
Essex County College
303 University Avenue
Newark, NJ 07102

Lillian Robbins
lrobbins@andromeda.rutgers.edu
(201) 648-5815
Rutgers University
360 MLK Boulevard
Newark, NJ 07102

P116B52022 Fayetteville State University (NC) 1995

Uses talented college students to provide a program of academic support to underserved, underprepared students in the local schools. This school-college collaboration project, with a strong community service component, is designed to improve access to postsecondary education for a growing population of "at risk" students. (end date: 9/30/97)

Patricia F. Heath
Patricia@ADM1.UNCFSU.EDU
(910) 486-1814
Fayetteville State University
Public Education Outreach
Fayetteville, NC 28301

P116B50795 Fisk University (TN) 1995

Developes and disseminates a new core curriculum with the guidance of interdisciplinary faculty teams. Curriculum reform and pedagogical reform come together to create a curriculum that emphasizes multiculturalism and embeds "skills" acquisition across the curriculum. (end date: 9/30/98)

Adam Meyer
ameyer @dubois.fisk.edu
(615) 329-8756
Fisk University
1000 17th Avenue North
Nashville, TN 37208-3051

P116B51282 Fort Valley State College (GA) 1995

Establishes a two-tiered tutoring program involving preservice mathematics teachers and students of pure math. These students will provide face-to-face tutorial assistance to freshmen in remedial math courses and will also provide local middle and high school students help via a math telephone hotline. The underlying theory is that through working with both sets of students, the tutors will enhance their own understanding of mathematical concepts and also convey them more successfully to the undergraduates in need of remediation. Project will measure learning outcomes of the students in remediation as well as the tutors. Project will also measure the retention rates of students in remediation. (end date: 8/31/98)

Dauna Krug
dkrug@mail.fvac.peachnet.edu
(912) 825-6854
Fort Valley State College
Department of Developmental Studies
Fort Valley, GA 31030

Amina Sharif
(912) 825-6305
Fort Valley State College
Department of Developmental Studies
Fort Valley, GA 31030

P116B50611 Gonzaga University School of Law (WA) 1995

Develops and implements eight elective "skills labs" attached to popular second and third year law courses. The labs are designed to provide students with practical, hands-on experience in legal practice related to the course material, as called for in a recent ABA report on reform of legal education. Labs will be jointly developed by law faculty and practitioners. (end date: 8/31/98)

Mary Kay Lundwall
kayl@gulaw.gonzaga.edu
(509) 328-4220 x3735
Gonzaga University
School of Law
P.O. Box 3528
Spokane, WA 99220

P116B50940 Heritage College (WA) 1995

Teams with Head Start agencies to develop a training program for paraprofessionals in social work. This training will be the first step in a career ladder leading to a bachelor's or master's degree. The project's goal is to improve access to postsecondary education for the region's large Hispanic and Native American populations and to increase the capacity of those groups to serve as bilingual/bicultural social workers. (end date: 8/31/98)

Janet Ockerman
Ockerman_J@Heritage.edu
(509) 865-2244
Heritage College
3240 Fort Road
Toppenish, WA 98948

Kristi Woodard
Woodard_K@Heritage.edu
(509) 865-2244
Heritage College
3240 Fort Road
Toppenish, WA 98948

P116B50423 Illinois Institute of Technology (IL) 1995

Develops a 2+2+2 curriculum in manufacturing technology that will encourage more AA and AS degree holders to pursue a 4-year degree by ensuring full transferability. (end date: 8/31/98)

Peter Y. Johnson
johnson@charlie.cns.iit.edu
(312) 567-3440
Illinois Institute of Technology
3255 S. Dearborn Street
Chicago, IL 60616

P116B50731 Illinois, University of (IL) 1995

Brings together the talents of undergraduates in engineering and other applied disciplines with graduate students in library and information science. Working together on capstone projects, these students will apply new information tools to organizational problem solving and in researching solutions to complex manufacturing and other design tasks. (end date: 6/30/98)

Cynthia A. Kehoe
c-kehoe@uiuc.edu
(217) 333-6202
University of Illinois
215 Library & Information Science Building
501 East Daniel Street
Champaign, IL 61820

P116B50043 Immaculate Heart College (CA) 1995

Implements project ICONS, an international negotiation simulation project, in the community college setting. The model will be adapted to focus on topics of relevance to community college students, including international business and environmental policy issues. The project will involve teams of students from 2 community colleges. (end date: 8/31/98)

Joyce P. Kaufman
kaufmanj@cerfnet.com
(213) 386-3116
Immaculate Heart College
425 Shatto Place, Suite 401
Los Angeles, CA 90020

P116B50067 Indiana University - Purdue University at Indianapolis (IN) 1995

Revises an interdisciplinary introductory engineering course to emphasize product development and manufacturing, and to feature hands-on active learning, in place of the theoretical introduction to electrical and mechanical engineering and mathematics that had formerly been offered. In partnership with a local electronics factory, the course enables students to design and fabricate their own products. (end date: 7/31/98)

Maher E. Rizkalla
rizkalla@etsun.engr.iupui.edu
(317) 274-9719
Indiana University-Purdue University at Indianapolis
723 W. Michigan Street SL 160
Indianapolis, IN 46202

P116B50263 Institute of International Education (NY) 1995

Expands the North American Regional Academic Mobility Program (RAMP), which establishes trilateral institutional linkages, by developing a faculty exchange component in which faculty collaborate in developing new North American curricula in the fields of business, engineering and environmental studies. It is anticipated that increased faculty involvement will increase U.S. student participation in student exchanges. (end date: 9/30/96)

Patricia Link
plink@IIE.Org
(212) 984-5390
Institute of International Education
809 United Nations Plaza
New York, NY 10017

P116B51364 Iowa, University of (IA) 1995

Creates a multimedia software program entitled "Art and Life in Africa" to be used for the study of African art and culture. The program will emphasize the study of art in its African contexts and will include images gathered from the Stanley Collection at the University's Museum of Art as well as the contributions of a variety of scholar/consultants. (end date: 8/31/98)

Christopher Roy
cdroy@blue.weeg.uiowa.edu
(319) 335-1777
University of Iowa
E100 Art Building
Iowa City, IA 52242

P116B51210 Kansas State University (KS) 1995

Uses distance learning technologies to deliver a curriculum in dietetics to place-bound undergraduates and practicing dietitians seeking continuing education. The project's aim is to increase institutional productivity by using telecommunications to overcome geographic boundaries which limit student access to postsecondary education. (end date: 8/31/98)
Department: < http://www.ksu.edu/humec/hrimd.html>
Division of Continuing Education: <http://www.dce.ksu.edu/dce/as/dietetics.html>

Judy Miller
Millerj@humec.ksu.edu
(913) 532-5521
Kansas State University
103 Justin Hall
Manhattan, KS 66506-1404

P116B50159 League for Innovation in the Community College (CA) 1995

Develops guidelines for creating, expanding, or modifying tech-prep programs by distilling common elements from 12 nationally-recognized, successful programs. These common elements will be tested at new sites, then disseminated nationally. (end date: 8/31/98) <http://www.league.org>

Terry O'Banion
obanion@League.org
(714) 367-2884
League for Innovation in the Community College
26522 La Amameda, Suite 370
Mission Viejo, CA 92691

Larry Johnson
Johnson@League.org
(714) 367-2884
League for the Innovation in the Community College
26522 La Amameda, Suite 370
Mission Viejo, CA 62691

P116B51558 Mary Baldwin College (VA) 1995

Expands and disseminates a prison GED/college program using a sequence of three courses and focusing on study skills and quantitative methods. Based on a pilot project, the college hopes to disseminate the results at the conclusion of the grant period. (end date: 8/31/97)

Ashton D. Trice
atrice@MBC.EDU
(703) 887-7111
Mary Baldwin College
Staunton, VA 24401

P116B51052 Maryland, University of (MD) 1995

Designs software tools that integrate maps, images, and statistical data (i.e., a multimedia database) to improve instruction of geography and trends in urban environments. The software will engage suburban students in the use of spatially detailed data about their own region and is expected to improve their understanding of urban landscapes generally. (end date: 6/30/98)

Derek Thompson
dt11@umail.umd.edu
(301) 405-4063
University of Maryland
Department of Geography
College Park, MD 20742

P116B50860 Miami University (OH) 1995

Explores ways of increasing expectations for students' academic efforts. The project brings together campus practitioners from a wide range of institutional types to discuss this issue both generally, and as it affects their own campuses. Strategies for improving students' academic efforts will be studied, and plans to implement these strategies will be developed. (end date: 8/31/96)

Karen Maitland Schilling
schillk@muohio.edu
(513) 529-2400
Miami University
Department of Psychology
Oxford, OH 45056

P116B50813 Michigan, University of (MI) 1995

Evaluates an undergraduate research program that has been very successful in increasing student retention and academic performance. This project is designed to measure the impact of various activities related to the project to identify which are most important to the success of the project. The project examines the behavior of both current students and recent graduates. (end date: 8/31/98)
<http://www.umich.edu/~urop/Home.html>

John Jonides
jjonides@umich.edu
(313) 764-0192
University of Michigan
525 E. University Avenue
Ann Arbor, MI 48109

P116B50769 Michigan, University of, Flint (MI) 1995

Develops a sequence of five new courses for pre-service elementary education students, three in science and two in math, all of them interdisciplinary, integrated, and using model pedagogy. Also included are in-service training and a governance structure involving college and school faculty as well as outside experts. (end date: 8/31/98)

Larry King
lmk@umich.edu
(810) 762-3293
University of Michigan, Flint
Department of Mathematics
Flint, MI 48502-2186

P116B50755 Minnesota, University of (MN) 1995

Develops a program of engineering design across the mechanical engineering curriculum, beginning in the lower division. Featuring links with industry, feeder schools, and other disciplines, the program uses technology to bring the student from analysis through design to prototype fabrication, thus increasing the realism of students' experiences. (end date: 8/31/98) <http://www.me.umn.edu:70/1/home/wkdurfee>

William K. Durfee
wkdurfee@tc.umn.edu
(612) 625-0099
University of Minnesota
111 Church Street, SE
Minneapolis, MN 55455-0111

P116B51132 Minnesota, University of (MN) 1995

Changes the student life and co-curriculum structure of a group of institutions to improve the quality and frequency of participation by disabled students. The project is expected to increase the persistence of disabled students by providing an improved campus climate. (end date: 8/31/98)

Betty Aune
Aunex001@maroon.tc.umn.edu
(612) 624-6884
University of Minnesota
12 Johnston Hall
101 Pleasant Street, SE
Minneapolis, MN 55455

P116B50977 Mississippi University for Women (MS) 1995

Develops an integrated retention and student services model that fosters close cooperation between academic and student affairs personnel. All students will be tracked carefully each year. Faculty and staff will be trained as advisors and instructors for new University 101 and 301 courses. (8/31/98)

Susan Kupisch
SKUPISCH@SUNMUW1.MUW.EDU
(601) 329-7140
Mississippi University for Women
P.O. Box W-1603
Columbus, MS 39701

P116B51073 Montana State University (MT) 1995

Incorporates Geographic Information Systems technology into the business curriculum. After a training workshop, business faculty will develop GIS modules for several courses in the business program. The goals of the project include improving students' analytic skills and better preparing them for the workforce. A further goal is to better link the curriculum with workplace applications and students will be involved in solving actual business problems using GIS technology. (end date: 8/31/98)

Mary McNally
mm_mcnally@vesper.emcmt.edu
(406) 657-1650
Montana State Univrsity
1500 North 30th Street
Billings, MT 59101

P116B51449 Nebraska, University of (NE) 1995

Develops and tests an activity-based lab sequence for algebra-based college physics using the new calculator-based laboratory system from Texas Instruments to collect and analyze data. (end date: 8/31/98)

Trecia Markes
markest@platte.UNK.edu
(308) 865-8277
University of Nebraska
Department of Physics & Physical Sciences
Kearney, NE 68849-1160

P116B51746 Nebraska, University of (NE) 1995

Expands faculty evaluation to include student performance measures as part of a peer review process. Each year, eight faculty fellows develop projects in their own departments. (end date: 8/31/98)

Daniel J. Bernstein
djb@unlinfo.unl.edu
peerrev@unlinfo.unl.edu
(402) 472-3786
University of Nebraska
209 Burnett Hall
Lincoln, NE 68588-0308

P116B52073 Neumann College (PA) 1995

Disseminates a successful intergenerational literacy program that is built upon the dual foundation of cognitive and service learning theories. Under the model, parents and future teachers are teamed together as partners in an interactive, volunteer tutoring team for elementary school children. (end date: 8/31/98)

Cynthia C. John
CJohn@SMTPGATE.Neumann.edu
(610) 558-5654
Neumann College
Concord Road
Aston, PA 19014

P116B51522 New Hampshire, University of (NH) 1995

Implements and evaluates a new academic program in college teaching for doctoral students, leading to either a master of science in teaching or a formal academic option in college teaching to add to their PhDs. Either program is designed to be completed over the 5-6 year period of doctoral study. (end date: 8/31/98)

Lee F. Seidel
lfs@christa.unh.edu
(603) 862-0233
University of New Hampshire
Hood House
Durham, NH 03824

P116B51342 New Hampshire College (NH) 1995

Redesigns the undergraduate curriculum to deliver a bachelor of science degree in three years. General education and humanities, interdisciplinary approaches to learning, student readiness for post-graduate study, and a nine-month calendar are important features of the redesign. (end date: 8/31/98)

Marty Bradley
bradlema@nhc.edu
(603) 645-9635
New Hampshire College
2500 North River Road
Manchester, NH 03106

Jacqueline Ribaudo
ribaudja@nhc.edu
(603) 668-2211
New Hampshire College
2500 North River Road
Manchester, NH 03106

P116B51966 New School for Social Research (NY) 1995

Addressing two important issues, the project develops a faculty development program for adjunct faculty to use computer conferencing and distance delivery effectively. Faculty will learn several new teaching strategies and develop new courses -- all via the computer conferencing format. (end date: 8/31/98)

Elissa Tenny
etenny@dialnsa.edu
(212) 229-5615
New School for Social Research
66 West 12th Street
New York, NY 10011

P116B50216 Norfolk State University (VA) 1995

Develops three team-taught courses in mathematical modeling which combine science and math in practical, problem-oriented ways. The objective is to provide motivator and skills builders for minority students to stem their exodus from science and math-oriented majors. (end date: 8/31/98)

Phillip E. McNeil
p_mcneil@vger.nsu.edu
(804) 683-8820
Norfolk State University
Mathematics Department
Norfolk, VA 23504

P116B52224 North Texas, University of, (TX) 1994

Develops computer-adaptive testing methodologies to improve measurement of osteopathic trainees' disease-specific diagnostic capabilities. The work of the licensing board is based on well established theories, pilot tests, strong investigator credentials and unquestioned institutional support. (end date: 8/31/97)

Frank J. Papa
fpapa@hsc.unt.edu
fpapa@erli.com
(817) 735-2440
University of North Texas
Health Sciences Center
3500 Camp Bowie
Fort Worth, TX 76107-2699

Robert Stone
(817) 735-2440
rcstone@erli.com
University of North Texas
Health Sciences Center
3500 Camp Bowie
Fort Worth, TX 76107-2699

P116B50219 Northeastern University (MA) 1995

Integrates general education and the major by having faculty in the major assume responsibility for the shared goals of undergraduate general education. The project offers a model for creating a mutually reinforcing relationship between the major and general education at large universities where disciplinary education and general education are commonly distinct and separate. (end date: 8/31/98)

Denis Sullivan
DSULLIVAN1@NEU.EDU
(617) 373-2842
Northeastern University
112 Hayden Hall
Boston, MA 02115

Colleen Pantalone
owner@neu.edu
(617) 373-2842
Northeastern University
112 Hayden Hall
Boston, MA 02115

P116B50322 Northeastern University (MA) 1995

Explores the implementation of "In the French Body" and "In the German Body" in a wide range of foreign language courses and at a variety of institutional types. This experimental language curriculum uses interactive video materials to teach both verbal and non-verbal communication skills. (end date: 8/31/98) <http://face-to-face.org/>

Carolyn C. Fidelman
fidelman@lynx.neu.edu
(617) 373-4324/241-9610
Northeastern University
360 Holmes Hall
Boston, MA 02115

Stephen Sadow
sasadow@lynx.neu.edu
(617) 373-4324
Northeastern University
360 Holmes Hall
Boston, MA 02115

P116B50683 Northwest Indian College (WA) 1995

Implements a program in which tribal extension campuses educate Native American community members for career employment within their own communities. A two-year tribal administration degree program will be established and articulated with a four-year program at Evergreen State College. Students will be recruited from local high schools and from among tribal staffs. (end date: 9/30/98)

Jeffrey Hamley
(360) 676-2772
Northwest Indian College
2522 Kwina Road
Bellingham, WA 98226-9217

P116B50805 Ohio State University (OH) 1995

Develops multimedia computer-adaptive proficiency tests in French, German and Spanish. The instruments will use authentic materials, and will permit measurements of reading, listing and grammar in context. They will also permit self-assessment and will contain prompts for holistic assessment of writing and speaking. (end date: 8/31/97) <http://www/cuhums.ohio-state.edu/flc/>

Diane Birckbichler
Birckbichler.1@osu.edu
(614) 292-4361
Ohio State University
276 Cruz Hall
1841 Millikin Road
Columbus, OH 43210

Kathryn Corl
corl.1@osu.edu
(614) 292-4361
Ohio State University
276 Cruz Hall
1841 Millikin Road
Columbus, OH 43210

P116B52099 Portland State University (OR) 1995

Trains 15 faculty to redesign large enrollment classes using a variety of educational technologies. The project is intended to improve students' experiences in large classes; to establish an infrastructure on campus for the widespread implementation of technology; and to evaluate the effectiveness of educational technology on student learning as well as its overall cost-effectiveness. (end date: 12/31/98) <http://clas.www.pdx.edu/edtech/default.html>

Nancy Perrin
PerrinN@pdx.edu
(503) 725-3514
Portland State University
P.O. Box 751-CLAS
Portland, OR 97207

John Rueter
rueterj@pdx.edu
(503) 725-3514
Portland State University
P.O. Box 751-CLAS
Portland, OR 97207

P116B51211 Prairie View A & M University (TX) 1995

Implements a retention program for pre-clinical nursing students. Project activities are directed toward stress reduction, improved reading comprehension, and mastery of strategies for learning nursing concepts. In the third year, four other historically Black colleges and universities will join the project. (end date: 8/31/98)

Veronica Abdur-Rahman
Veronica_Rahman@pvamu.edu
(713) 797-7007
Prairie View A&M University
6436 Fannin Street
Houston, TX 77030

P116B50091 Rensselaer Polytechnic Institute (NY) 1995

Institutes an in-service, content-based summer M.S. program for high school science, math and technology teachers. Emphasis will be on technology use, proven pedagogical techniques and up-to-date content. The degree will take three summers and features year-round electronic communication between students and faculty. (end date: 8/31/98) <http://www.rpi.edu/dept/naturalsci/MSNatSci.html>

Lester A. Rubenfeld
rubenl@rpi.edu
(518) 276-6906
Rensselaer Polytechnic Institute
Department of Math Sciences
110 Eighth Street
Troy, NY 12180-3590

P116B50625 Rhode Island School of Design (RI) 1995

Addresses both leadership and resource issues in art education by linking the RISD with local and regional school systems. This partnership will provide for professional development for K-12 art teachers and will lead to a meaningful, attainable and replicable strategy for integrating the newly established national standards in the arts into the curriculum. (end date: 8/31/98) <http://www.risd.edu>

Paul Sproll
psproll@risd.edu
(401) 454-6312
Rhode Island School of Design
2 College Street
Providence, RI 02903

P116B51550 Rutgers University (NJ) 1995

Trains faculty in grading and student assessment. Project will develop materials (both text and CD-ROM) that faculty can use to develop and improve their grading practices. The materials will consist of a set of grading principles, a summary of technical issues in assessment, and illustrations of how the principles and technical issues can be applied to classroom situations. (end date: 8/31/98)
<http://www.gse.rutgers.edu/fipse/>

Jeffrey K. Smith
JEFSMITH@RCI.Rutgers.Edu
(908) 932-7496 ext 318
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903

Richard De Lisi
DELISI@RCI.Rutgers.Edu
(908) 932-7496 ext 318
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903

P116B51888 Southern Illinois University (IL) 1995

Develops a program in Irish and Irish Immigration Studies through faculty exchanges, symposia, summer workshops and curricular development. An Irish Studies database will be developed for Internet access. Several interdisciplinary courses will be developed. (end date: 8/31/98)

Charles Fanning
(618) 453-6851
Southern Illinois University
Department of English
Carbondale, IL 62901-4503

P116B52231 Southern Oregon State College (OR) 1995

Develops and implements programs in three disciplines (foreign languages, sociology, and communications) leading to a 3-year baccalaureate degree. The project is part of a system-wide effort to find ways to accelerate time to degree. (end date: 8/31/98)

Jonathan Lange
lange@wpo.sosc.osshe.edu
(541) 552-6425
Southern Oregon State College
Oakland, OR 97520

P116B50378 St. Andrew's College (NC) 1995

Designs a comprehensive, multidisciplinary degree program to train therapeutic riding specialists. The program will include instruction in special education and psychology, and will also offer a special focus in therapeutic riding stable management. St. Andrews' reputation and resources for providing academic and other support services to students with physical and learning position the college uniquely to offer the first college-level preparation program in this growing field. (end date: 8/31/98)

Shelby French
Shelbyf@tartan.sapc.edu
(910) 276-0262
St. Andrew's College
Singing Wood Farm
8088 McLeod Road
Lauringburg, NC 28352

P116B50960 St. Cloud State University (MN) 1995

Integrates the two disciplines of elementary and special education into an inclusive teacher education program. The project will strengthen college-school partnerships by including teachers in all activities. (end date: 8/31/98)

Nancy Bacharach
NBACHA@tigger.stcloud.msus.edu
(612) 255-4885
St. Cloud State University
720 South 4th Avenue
St. Cloud, MN 56301

Janet L. Salk
jsalk@stcloud.msus.edu
(320) 255-4094
St. Cloud State University
720 South 4th Avenue
St. Cloud, MN 56301

P116B50933 St. Mary's College (IN) 1995

Develops a model for student and academic affairs teams to work together on specific campus issues through a study of leadership. The project includes the establishment of campus teams, conferences, and collaboration with five other women's colleges. (end date: 6/30/98)

Patrick White
pwhite@saintmarys.edu
(219) 284-4584
Saint Mary's College
Notre Dame, IN 46556

Georgeanna Rosenbush
george@saintmarys.edu
(219) 284-4716
Saint Mary's College
Notre Dame, IN 46556

P116B50499 Stanford University (CA) 1995

Develops a multidisciplinary component to the law school's Community Environmental Project, consisting of a legal clinic, a seminar, and a short introductory course. The objective is to help students from a variety of academic majors learn how they can collaborate to assist local communities in resolving environmental problems. (end date: 8/31/98) <http://www-leland.stanford.edu/group/envt>

Barton Thompson
uzzT@Leland.Stanford.EDU
(415) 723-2518
Stanford University
Law School
M/C 8610
Stanford, CA 94305-8610

P116B50279 Temple University PA (1995)

Increasing the representation of women in the field of engineering is an obvious and pressing national need. This project will develop and disseminate materials written by the top educators in the field that promise significant help for all engineering schools trying to increase the participation of women. (end date: 8/31/97)

Morris Vogel
mjvogel@vm.temple.edu
(215) 204-3744
Temple University
Broad Street & Montgomery Ave.
Philadelphia, PA 19122

P116B51215 Tri-County Technical College (SC) 1995

Develops a curriculum-integrated approach to achieving information literacy for students preparing to enter the workforce and for faculty members who instruct them. The curriculum reform/faculty development project is designed to serve the workforce training and lifelong learning needs of technical/community college students (end date: 8/31/98)

Steve Walter
swalter@tricty.tricounty.tec.sc.us
(803) 646-8631 ext 2253
Tri-County Technical College
P.O. Box 587
Pendleton, SC 29670

P116B50098 Utah, University of (UT) 1995

Reponds to a shortage of lab facilities for the General Chemistry course on campus and enriches the various of the course delivered across the state via technology by creating chemistry lab programs that can be held in a student's kitchen. Twenty-four experiments will be developed along "discovery learning" guidelines. Pre- and post-lab sessions will be available on interactive television. (end date: 8/31/98)

Ronald O. Ragsdale
Ragsdale@chemistry.utah.edu
(801) 581-7621
University of Utah
Department of Chemistry
Salt Lake City, UT 84112

Thomas Richmond
Richmond@chemistry.utah.edu
(801) 581-7621
University of Utah
Department of Chemistry
Salt Lake City, UT 84112

P116B51374 Villanova University (PA) 1995

Reforming a calculus course for business and social science students by resequencing topics, introducing the use of journals, and incorporating student-generated projects and other problem-based activities. The new course is expected to prepare students better for later courses and for the workforce. (end date: 8/31/98) <http://renoir.vill.edu/faculty/brucepj/html/fipse/fipse.html>

Bruce Pollack-Johnson
brucepj@ucis.vill.edu
(610) 519-6926
Villanova University
800 Lancaster Avenue
Villanova, PA 19085

Audrey Borchardt
borchardt@ucis.vill.edu
(610) 519-6926
Villanova University
800 Lancaster Avenue
Villanova, PA 19085

P116B50312 Virginia Polytechnic University and State University (VA) 1995

Develops electronic versions of two introductory philosophy courses--Knowledge and Reality and Language and Logic. The project includes multimedia modules, list servers, electronic discussions groups and e-mail. The purpose of the project is to provide students with an alternative to large impersonal classes. (end date: 8/31/97) <http://mind.phil.vt.edu/www/1204.html> <http://truth.phil.vt.edu/> <http://server.phil.vt.edu/miller/hbm1504.html>

Gary Hardcastle
garyh@vt.edu
(540) 231-4564
Virginia Polytechnic University
Department of Philosophy
Blacksburg, VA 24061-0126

Valerie Gray Hardcastle
valerie@vt.edu
(504) 231-4564
Virginia Polytechnic University
Department of Philosophy
Blacksburg, VA 24061-0126

Harlan B. Miller
hmiller@vt.edu
(540) 231-4564
Virginia Polytechnic University
Department of Philosophy
Blacksburg, VA 24061-0126

P116B50386 Washington, University of (WA) 1995

Develops the Mentoring Training Portfolio, a transportable training program for mentoring women in science and engineering. The project will provide materials for mentors, mentees, and other interested parties designed to increase representation of women in science-based careers. (end date: 8/31/98) <http://www.engr.washington.edu/~wieweb/>

Suzanne G. Brainard
brainard@u.washington.edu
(206) 543-4810
University of Washington
101 Wilson Avenue, FC-08
Box 352135
Seattle, WA 98195

P116B51275 Western Michigan University (MI) 1995

Expands the science requirement for pre-service elementary education students to 7 courses, all of which embody an investigational, constructivist, lab-rich methodology based on the latest research about effective science teaching. The project is a collaboration among education and science faculty. (end date: 8/31/98) <http://www.wmich.edu> <http://www.wmich.edu/science>

Larry Oppliger
larry.oppliger@wmich.edu
(616) 387-5407
Western Michigan University
Department of Science Studies
Kalamazoo, MI 49008-5033

P116B51140 Willamette University (OR) 1995

Trains second-year law students to tutor first-year students in the basic Legal Writing and Research course. Rather than using as tutors students who rank at the top of their class, Willamette will use students who completed the course successfully but with some difficulty, thereby enabling them to reinforce, through tutoring, skills needed to become successful lawyers. (end date: 8/31/97)

Marcia (Sam) Jacobsen
sjacobso@willamette.edu
(503) 370-6080
Willamette University
College of Law
245 Winter Street, SE
Salem, OR 97301

P116B50459 Wisconsin, University of (WI) 1995

Expands a faculty development model for stimulating curricular and pedagogical reform. The model has been piloted in the College of Engineering for 2 years and will expand to include agriculture and the physical sciences. Faculty are formed into cross-disciplinary teams for training and support one another in carrying out improvements in their teaching. (end date: 8/31/98)
<http://www.wcer.wisc.edu/Projects/Beyond_K-12_Education/Process_for_Curriculum_Reform>

1996 Comprehensive Program Grants

P116B61591 Alverno College (WI) 1996

Extends an interdisciplinary program using reflective self-evaluation techniques to help students appraise and improve their own learning skills during the transition from general education to foundational disciplinary courses. The project will establish a consortium to encourage teachers and students in the application and evaluation of reflective self-assessment. (end date: 8/31/99)

Kathleen O'Brien
alverobr@class.org
(414) 382-6084
Alverno College
P.O. Box 343922
Milwaukee, WI 53234-3922

P116B61401 American Association of Colleges of Pharmacy (VA) 1996

Disseminates a FIPSE project that originally implemented ability-based education and outcomes assessment at three schools of pharmacy. The project would support mentors from the three mentoring institutions to work with and conduct site visits for implementing ability-based education at eight other schools at a time when the field of pharmacy is implementing the Pharm. D professional degree nationally. Additional conferences and dissemination activities will be planned through the national association.
(end date: 9/30/98)

Susan M. Meyer
susanaacp@aol.com
(703) 739-2330
American Association of Colleges of Pharmacy
1426 Prince Street
Alexandria, VA 22314-2841

P116B60308 American Council on Education (DC) 1996

Increases the effectiveness and promotes the spread of "foreign language across the curriculum" options to 27 institutions. Each of the 8 mentor institutions will work with 3-6 adapting institutions to help implement FLAC options on their campuses. The project explores inter-institutional cooperation, resource sharing, and use of new technologies to make these initiatives more cost effective than they have previously been. The project will add substantially to the FLAC research base and our knowledge of the factors that contribute to or inhibit success in this area. (end date: 8/31/99)

Barbara Turlington
Barbara_Turlington@ACE.NCHE.EDU
(202) 939-9313
American Council On Education
One Dupont Circle, N.W.
Washington, D.C. 20036

P116B61115 Arizona, University of (AZ) 1996

Develops and implements a system by which faculty rewards will be tied to faculty success in achieving desired student learning outcomes at the new Arizona International Campus of the University of Arizona. Faculty will be fully and collaboratively engaged in their own evaluation and will take ownership for the new campus's learner-centered, interdisciplinary curriculum. (end date: 8/31/99)

Edwin Clausen
clausen@u.arizona.edu
(520) 884-4900
University of Arizona
Arizona International Campus
101 S. Stone Avenue, Suite 200
Tucson, AZ 85701

P116B60299 Arizona State University (AZ) 1996

Develops a four-course minor in entrepreneurship for undergraduate students from all academic majors. The curriculum will be jointly developed and taught by an interdisciplinary group of business and nonbusiness faculty, together with industry representatives. In addition to classroom work, the minor includes an internship with a local small business. The project responds to the significant interest of nonbusiness majors (e.g., engineers, artists, etc.) in starting businesses related to their academic interests and the need to prepare them to do this successfully. The project will involve substantial participation from local business people in all aspects of the program, including curriculum development and implementation, and as internship sponsorship and mentors. (end date: 2/28/98)

William Verdini
bill.verdini@asu.edu
(602) 965-4330
Center for the Advancement of Small Business
Arizona State University
P.O. Box 874006
Tempe, AZ 85287-4006

P116B61283 Arkansas, University of, Little Rock (AR) 1996

Forms teams of undergraduates and faculty from UALR and three other colleges in the city for collaborative work in solving problems identified by the community. Joining forces with local community members, the teams, representing a culturally diverse group of postsecondary institutions, engage in service learning activities which combine theory and practice, provide cross-cultural experiences, teach teamwork, and encourage lifelong commitment to community improvement. Faculty development on integrating service learning into the curriculum is a key component of the project.
(end date: 8/31/99)

Cheryl A.Chapman
cachapman@ualr.edu
(501) 569-3081
Campus and Community Partnerships
University of Arkansas, Little Rock
2801 South University
Little Rock, AR 72204

P116B60410 Association of Collegiate Business Schools and Programs (KS) 1996

Improves the quality and integrity of business education at black colleges and universities through a mentorship program that starts these institutions on the path towards accreditation. A one-year planning grant will enable ACBSP to identify unaccredited institutions which would be helped by participation in a mentoring program. (end date: 8/14/97)

Harold W. Lundy
acbsp@aol.com
(913) 339-9356
Assoc. of Collegiate Business Schools and Programs
7007 College Boulevard, Suite 420
Overland, KS 66211

P116B60748 Bard College (NY) 1996

Establishes a student exchange program between Bard College and six universities in southern Africa. The exchange is built around a new major in Democracy and the Civil Society, and participating students from both continents will take a core sequence at Bard on "Rights and Liberties." Students spend one year at a university on the continent other than their own in furtherance of their studies.
(end date 8/31/99)

Amy Ansell
Ansell@bard.edu
(914)758-7664
Program in International Education
Bard College
Annandale-on-the-Hudson, NY 12504

P116B60239 Boston University (MA) 1996

Establishes CityLab Academy, a nine month postsecondary program for economically disadvantaged high school graduates interested in pursuing a career and education in the biomedical sciences.
(end date: 8/31/99)

Constance Phillips
cphilli@acs.bu.edu
(617) 638-5622
Boston University
School of Medicine
80 E. Concord St.
Boston, MA 02118

P116B60463 Brevard Community College (FL) 1996

Provides faculty with the set of skills necessary to develop quality on-line distance learning courses. The heart of the program is an on-line professional development program to promote collaborative, competency-based learning. Other activities will include a faculty partnering program, an on-line help forum, and faculty peer monitoring. The program will train most of Brevard's faculty and soon the College will offer eleven different degree programs on-line. (end date: 8/31/99)

Jacques Dubois
Dubois.J@A1.Brevard.cc.fl.us
(407) 632-1111 ext 62326
Office of Distance Learning for BCC and University of Central Florida, Cocoa
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32911

P116B61781 California, University of, Davis (CA) 1996

Develops a three-unit undergraduate honors seminar that will engage students in collaborative, multi-disciplinary explorations of complex contempary problems. A series of workshops on collaborative learning, group dynamics, team building strategies, and information technology will provide faculty members with the skills they need to lead the seminars. Graduate students who intend to follow careers in teaching also will be included. The project will foster close ties with the professional/business community by drawing on it for experience and advice in the development of the program.
(end date: 8/31/99)

Kenneth L. Verosub
verosub@honors.ucdavis.edu
(916) 752-9797
University of California, Davis
Davis Honors Challenge
Davis, CA 95616

P116B60385 City University of New York, Queens College (NY) 1996

Develops new modules for integrating into the academic culture new ESL students and the part-time, marginalized faculty who teach them. Teams of ESL and mainstream faculty are developing academic communities of two or three linked courses. ESL courses are paired with general education required courses. Teaching assistants tutor students individually and serve as leaders of "talk groups" of native and non-native speakers of English. Freshmen are thus introduced to new technologies and information systems and to the cultural life of the College. (end date: 8/31/99)

Judith Summerfield
judith_summerfield@qc.edu
(718) 997-4600
CUNY/ Queens College
Department of English
Flushing, NY 11367

P116B61506 City University of New York, Queens College (NY) 1996

Develops software which makes both major social science data bases (e.g. General Social Survey) and data analysis tools available to beginning users in research methods courses. The project moves students away from datasets which often appear contrived and sometimes are. Students are challenged to locate, extract, and analyze "real" data. A keyword-searchable bibliography is created to help students locate studies which concern topics or use databases similar to those under investigation. Using the World Wide Web students share and compare data analyses and interpretations. At least five colleges will collaborate in this project which includes technical support to the institutions and the training of their faculty on use of the new software. (end date: 8/31/99)

Dean Savage
SAVAGE@QCVAXA.ACC.QC.EDU
(718) 997-2829
CUNY/ Queens College
Department of Sociology
Flushing, NY 11367

Max Kilger
KILGER@PIXIE.SOC.QC.EDU
(718) 997-2826
CUNY/ Queens College
Department of Sociology
Flushing, NY 11367

P116B60970 Colorado Comm. College and Occupational Education System (CO) 1996

Creates and implements a complete system of electronic instructional and student services products intended to serve students enrolling in the new Colorado Electronic Community College, which will deliver associates degree programs that are asynchronous and self-paced. Students will be able to access systems devoted to admissions and registration, advising, skills assessment, library resources, and many other services. (end date: 8/31/99) <http://www.cccoes.com>

Mary Beth Susman
sb_marybeth@mash.colorado.edu
(303) 340-2401
Colorado Electronic Community College
9125 E. 10th Drive
Aurora, CO 80010

Michael Rusk
sb_mike@cccs.cccoes.edu
(303) 340-5706
Colorado Electronic Community College
9125 E. 10th Drive
Aurora, CO 80010

P116B60417 Columbia University (NY) 1996

Seeks to correct the mismatch between the settings in which medical students usually have their clinical experience (hospitals) and the settings in which they are most likely to practice as physicians (private offices, clinics, etc.). The Office-Based Mentoring Program addresses the educational needs not only of medical students but also those of the experienced practitioners (preceptors) to whom the students are assigned for clinical practice. Retraining of the preceptors is designed to facilitate their shift from a hospital-based model in which a physician simultaneously teaches several students on hospital rotations to a model providing individual students with guidance in an office setting. Over 100 students will be served. Their preceptors will participate in faculty development workshops organized around material in a 10-chapter teaching handbook and other resources developed by project personnel. (end date: 8/31/99)

Cheryl A. Walters
cw57@columbia.edu
(212) 305-3688
Columbia University
Office of Scholarly Resources
701 West 168th Street, HHSC 201
New York, NY 10032

P116B61982 Concordia University (OR) 1996

Provides faculty and staff training to develop and implement an integrated core of academic coursework delivered via electronic networks to a ten-campus, nationwide consortium of liberal arts colleges serving over 15,000 students. (end date: 8/31/99)

John Driessner
johnd@iclnet.org
(503) 280-8528
Concordia University
2811 NE Holman Street
Portland, OR 97211

P116B60737 Delaware, University of (DE) 1996

Modifies the problem-based learning (PBL) model, typically used in small classes, for use in large science classes. This is made possible with the support of trained, closely supervised undergraduate and graduate tutors/facilitators who are required to enroll in a 2-credit course on pedagogical methods. The project produces a manual for tutor trainers and a teaching video to accompany the "Tutorial Methods of Instruction" course. (end date: 8/31/99)

Deborah E. Allen
Deallen@brahms.udel.edu
(302) 831-8958
Department of Biological Sciences
University of Delaware
Newark, DE 19716-2590

P116B61258 Dona Ana Branch Community College (NM) 1996

Provides Spanish language skills training for Spanish native speakers in a US-Mexico border economy. Interweaves Spanish language skills development with training in occupational and technical fields. Creates a certificate of Spanish proficiency within business occupations, secretarial administration, health occupations, and technical studies. (end date 8/31/99)

Olga Viramontes
OLGVIRAM@NMSU.EDU
(505) 527-7714
Dona Ana Branch Community College
Box 3001, Dept. 3DA
3400 S. Espina Street
Las Cruces, New Mexico 88003-8001

P116B61174 Eastern Idaho Technical College (ID) 1996

Creates a regional Solutions Center that will link 23 high schools with the resources of postsecondary institutions and industry throughout the State of Idaho. Students and faculty will identify community problems, many of them agricultural, and then coordinate problem-solving projects by the high schools that foster economic development. The project will link communties with needed technical expertise, and offer high school and college students work experience and training in basic workplace skills. (end date: 8/31/99)

Carol Lowe
(208) 524-3000, x3362
carol@admin.eitc.edu
Eastern Idaho Technical College
1600 S. 2500 E
Idaho Falls, ID 83404

P116B61184 Education Resources Institute (MA) 1996

Brings together secondary schools, postsecondary institutions, and employers to improve high school-college-work transition. Pilot courses at high schools and colleges will integrate career exploration and work experiences. (end date: 8/31/99)

Jennifer Kilson-Page
(617) 536-0200
Education Resources Institute
Higher Education Information Center
330 Stuart Street
Boston, MA 02116

P116B61622 Evergreen State College (WA) 1996

Extends Evergreen's Washington Center model of learning communities to twenty institutions of higher education. Each adapting institution will establish a leadership team, develop a self-assessment process, participate in a summer institute, and work with consultants from Evergreen State College. A national conference in the third year will showcase the participating institutions as case studies of how to sustain curricular innovation. (end date: 9/30/99)

Jean MacGregor
macgjean@elwha.evergreen.edu
(360) 866-6000, ext. 6608
Washington Center
Evergreen State College, Lib. 2211
Olympia, WA 98505

P116B61964 Foothill College (CA) 1996

Creates study teams in developmental and introductory courses for undergraduate minority students. The project would train faculty leaders and student facilitators. First year and development courses would be clustered to allow for rescheduled study labs. (end date: 2/28/98)

Jean Thomas
thomas@admin.fhda.edu
(415) 949-7284
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599

P116B61726 Governors State University (IL) 1996

Develops a competence-based, distance-learning, bachelor's degree completion program targeting adult learners nationwide. The program will target adults with two year degrees who live in areas not served by four year colleges or who find it difficult to attend traditional programs. GSU will collaborate with local community colleges and corporations to deliver needed coursework and student services, usually through telecommunications and other computer technology. (end date: 8/31/99) <http://www.govst.edu/bog>

Glenn Shive
G-Shive@acs.gsu.bgu.edu
(708) 534-3088
Governors State University
Board of Governors Degree Program
Room 1418
University Park, IL 60466

P116B61251 Hawaii, University of (HI) 1996

Establishes a training model in the pedagogy and logistics of immersion language teaching, both for heritage languages as well as foreign languages. This is a model tuned to the logistical challenges of staffing qualified immersion teachers in that it has both pre- and in-service training components, and in that it will explore the use of distance technologies to provide continuing support to teachers. The project will work in tandem with the University's National Foreign Language Center to test and disseminate the model nationwide. (end date: 8/31/99)

David Hiple
dhiple@hawaii.edu
(808) 956-2062
College of Languages, Linguistics and Literature
University of Hawaii
East-West Road, Bldg 1, Rm. 6A
Honolulu, HI 96822

Emily Hawkins
ehawkins@hawaii.edu
(808) 956-2062
College of Languages, Linguistics and Literature
University of Hawaii
East-West Road, Bldg. 1, Rm. 6A
Honolulu, HI 96822

P116B60293 Illinois Institute of Technology (IL) 1996

Develops a 3-5 course engineering sequence on invention and design intended to foster students' creativity from an early stage in their academic careers. The courses are project oriented and based on the architecture studio model. Students will take these courses throughout their sophomore, junior and senior years, together with interdisciplinary seminars focusing on the social, legal, ethical and business aspects of design and invention. Industry representatives will be involved as project advisors and adjunct faculty. (end date: 8/31/99)

Francisco Ruiz
ruiz@charlie.acc.iit.edu
(312) 567-3212
Illinois Institute of Technology
Dept. of Mech., Material and Aerospace Engineering
10 West 32nd Street, Room 234B E1
Chicago, IL 60616

P116B60883 Indiana University of Pennsylvania (PA) 1996

Evaluates the effectiveness of using distance learning technology to supervise pre-service and in-service teachers while they are in their practica. University supervisors work with teachers and pre-service teachers in designing a video conferencing plan and on an observation and conferencing scheme. Project will ideally lead to decreased expenses related to supervision of practica, increase numbers of supervised observations of pre-service teachers, increased contacts between pre-service teachers and their supervisors, and a decrease in the amount of time spent traveling to distant student practica sites by supervisors. (end date: 8/31/99)

Joyce Lynn Garret
JGARRETT@grove.iup.edu
(412) 357-2480
Indiana University of Pennsylvania
College of Education
104 Stouffer Hall
Indiana, PA 15705

Kurt Dudt
KDUDT@grove.iup.edu
(4120 357-2492
Indiana University of Pennsylvania
Dept. of Communications and Media
121 Stouffer Hall
Indiana, PA 15705

P116B60198 Indiana University-Purdue University at Indianapolis (IN) 1996

Develops an integrative, cross-disciplinary engineering design course focusing on the study of electric vehicles. The course will be taught to a combined class of electrical engineering and engineering technology students, who will work together on design teams that model real world collaboration . The course will be based on a "just in time" philosophy in which technologies are introduced as they are needed. (end date: 8/31/99)

Maher Rizkalla
rizkalla@tech.iupui.edu
(317) 274-9719
Indiana University-Purdue University at Indianapolis
723 W. Michigan Street SL 160
Indianapolis, IN 46202

P116B60550 Kennesaw State College (GA) 1996

Develops and tests a two-course sequence which integrates concepts from calculus and statistics. This is done with a special focus on problems related to the environment, population growth, and economics, topics which have proven to be motivational for students in the college's earlier projects in mathematics instruction. Commonly used analytical tools are developed from algebra, calculus, and statistics and are used by students working in groups to model and solve real-world problems. The two courses are intended to serve a wide audience including students in business, social science, the arts, and humanities. (end date: 8/31/99)

Nancy Zumoff
nzumoff@kscmail.kennesaw.edu
(770) 423-6286
Kennesaw State College
Mathematics Department
1000 Chastain Road
Kennesaw, GA 30144-5591

Christopher Schaufele
cschaufe@kscmail.kennesaw.edu
(770) 423-6280
Kennesaw State College
Mathematics Department
1000 Chastain Road
Kennesaw, GA 30144-5591

P116B61634 Landmark College (VT) 1996

Teams experts in the field of second language acquisition with experts in language-based learning disabilities to develop a pedagogy and a program in foreign language instruction for students with language-based learning disabilities. These students do not succeed in foreign language classrooms using traditional methodologies, but have as much success as those without disabilities in learning foreign languages through experiential modes in the countries where these languages are learned. The foreign language credential is important both for career advancement and for access to certain majors and graduate programs. It is postulated that such techniques could be applied to improve the English language capabilities of the same population, and they may well shed light on current knowledge of second language learning per se. (end date: 8/31/99)

Christina Herbert
(802)387-4767
Landmark College
River Road
Putney, VT 05346

P116B61601 Langston University (OK) 1996

Develops, implements and evaluates a 6-course interdisciplinary core curriculum for nursing, health administration, gerontology and physical therapy students. The new curriculum will maximize institutional resources by eliminating duplicative curricula and will prepare health care professionals for the interdisciplinary, collaborative practice of the future. (end date: 9/30/99)

Carolyn T. Kornegay
(405) 466-3411
Langston University
P.O. Box 907
Langston, OK 73050

P116B60160 Lawrence Technological University (MI) 1996

Develops a Master of Science Education degree for upper elementary and middle school teachers that strengthens their understanding of core issues and methods in the natural sciences. Three institutions -- Lawrence Technological University, the Detroit Zoological Institute, and the Cranbrook Institute of Science -- will collaborate to offer the degree program. The focus of the program will be on active student learning and on laboratories using everyday materials. (end date: 8/31/99)

Marie Joao Vaz
vaz@ltu.edu
(810) 204-3500
Lawrence Technological University
21000 West Ten Mile Road
Southfield, MI 48075

P116B61181 Maryland, University of (MD) 1996

Develops a tool for sophomore students to participate in supervised research projects with a more efficient use of scarce faculty resources. Faculty will develop "discovery kits," which will guide students through research projects at local agencies on a variety of topics, including environmental studies, material culture, public policy and child advocacy. The "discovery kits" will be piloted with students in the Scholars Program and then expanded to include students from the other colleges on campus. The goals of the project are to engage sophomore students on a large campus in the academic experience, and to enable many more students to participate in these activities than is possible under the resource intensive traditional student/faculty research model. (end date: 8/31/99)

Nancy Shapiro
nshapiro@deans.umd.edu
(301) 314-2777
University of Maryland
College Park Scholars
1125 Cumberland Hall
College Park, MD 20742-9331

P116B61240 Maryland, University of (MD) 1996

Expands the Project ICONS international negotiations simulations to include modules on Africa and Latin America, and students and faculty from Historically Black Colleges and Universities, Hispanic Serving Institutions and African and Latin American institutions. Seventeen institutions will participate during the grant period. The project will also develop multi-disciplinary, technology-based curricular materials on Africa and Latin America. These materials will be used by students participating in the negotiations simulations and will be generally available to others interested in studying the history, politics and culture of the targeted regions. (end date: 9/30/99)

Jonathan Wilkenfeld
jwilkenf@bss2.umd.edu
(310) 405-4160
University of Maryland
Department of Government and Politics
College Park, MD 20742

P116B61444 Miami University (OH) 1996

Develops and implements better ways to measure levels of expectations for student effort and identifies campus practices and intervention strategies that can be used to heighten expectations for student performance. The project will bring together seven Midwestern institutions to work on the problem, identify assessment procedures, explore strategies for change, and evaluate the effectiveness of their respective campus interventions. A series of publications and conference presentations will bring the issue of student and campus expectations to the attention of the higher education community. (end date: 8/31/99)

Karen Maitland Schilling
schillk@muohio.edu
(513) 529-3304
Miami University
Department of Psychology
Oxford, OH 45056

P116B60859 Mississippi Consortium for International Development (MS) 1996

Establishes a student exchange consortium between three historically black colleges in the U.S. and two traditionally black universities in southern Africa (University of Fort Hare [South Africa] and the University of Namibia). Encourages the development of civic mindedness by assigning students to community service projects on both continents. Students on both sides of the Atlantic take a common core course plus a full load of political science, history, and language courses in their host country. (end date: 7/31/99)

Ally Mack
JLUTABIN@CCAIX.JSUMS.EDU
(601)973-3791
Mississippi Consortium for International Development
1225 Robinson Street
Jackson, MS 39203

Mary Coleman
(601) 968-2136
Jackson State University
Department of Political Science
P.O. Box 18420
Jackson, MS 39217

P116B60045 Montana, University of (MT) 1996

Develops a specialization in the philosophy masters program in the teaching of applied and professional ethics. The program targets mid-career professionals and prepares them to teach in nontraditional settings (e.g., hospitals, corporations) as well as the classroom. The program will also make special efforts to include participants from tribal colleges. (end date: 8/31/99)

Deni Elliott
deni@selway.umt.edu
(406) 243-5744
University of Montana
Department of Philosophy
151 Liberal Arts Building
Missoula, MT 59812

P116B60229 North Dakota, University of (ND) (1996)

Develops an accredited undergraduate engineering distance degree program that will be delivered to adult learners via distance education. The project will extend the activities of the Corporate Engineering Degree Program Consortium, a partnership between the UND School of Engineering and local companies, to deliver engineering course work at a distance. This project will focus on the development of capstone design experiences and assessment strategies, especially the use of student portfolios, intended to fulfill ABET degree accreditation requirements. (end date: 8/31/99)

Robert Boyd
robert_boyd@mail.und.nodak.edu
(701) 777-2661
University of North Dakota
Division of Continuing Education
P.O. Box 9021
Grand Forks, ND 58202-9021

P116B60288 North Texas, University of (TX) 1996

Extends the use of a prototype electronic network interface to allow teachers to customize the computer tools and information resources available for instructional activities. The project will assist teachers from UNT and three nearby community colleges to select communications tools that will foster communications in their classes, help them to tailor the interface, and implement new learning activities. The intent is to prepare faculty to incorporate the full interactive power of telecommunications into their pedagogical methods. (end date: 8/31/99)

Kathleen Swigger
kathy@ponder.csci.unt.edu
(817) 565-2817
University of North Texas
Department of Computer Science
P.O. Box 13886
Denton, TX 76203-6886

P116B61269 Norwich University (VT) 1996

Develops and implements a new undergraduate college degree program based on short campus residencies, cooperative and service learning experiences, and on-line seminars with faculty mentors. The new college is targeted at full-time traditional aged students. Curriculum and faculty development activities will focus on the use of computer technology and new pedagogies in distance learning in undergraduate learning environments. (end date: 8/31/99)

Roger Cranse
rcranse@norwich.edu
(802) 828-8827
Vermont College of Norwich University
Liberal Studies Division
Montpelier, VT 05602

P116B60900 Ohio State University (OH) 1996

Creates interactive CD-ROM instructional materials for the study of Asian art history, drawing from the Huntington Photographic Archive of Buddhist and Related Art. The CD's will make possible reforms in the teaching of Asian art history courses, including the use of computer laboratories and other alternatives to the standard lecture format. (end date: 8/31/99)

Susan Huntington
Huntington.1@osu.edu
(614) 292-7481
Ohio State University
Department of History of Art
100 Hayes Hall
108 North Oval Mall
Columbus, OH 43210

John Huntington
huntington.2@osu.edu
(614) 292-7481
Ohio State University
Department of History of Art
100 Hayes Hall
108 North Oval Mall
Columbus, OH 43210

Janice Glowski
glowski.1@osu.edu
(614) 292-7481
Ohio State University
Department of History of Art
100 Hayes Hall
108 North Oval Mall
Columbus, OH 43210

P116B60717 Ohio State University (OH) and West Virginia University (WV) 1996

Designs and evaluates an integrated, year-long undergraduate course sequence in software design and development based on the design and analysis of reusable software components. The project will also create an integrated set of software tools called software composition workbench to help students apply the methodologies taught in the sequence. Summer workshops will train faculty from other colleges in the technical and pedagogical techniques necessary to replicate the sequence. (end date: 8/31/99)

Timothy Long
long@cis.ohio-state.edu
(614) 292-1408
Ohio State University
Department of Computer and Information Science
2015 Neil Avenue
Columbus, OH 43210-1277

Bruce Weide
weide@cis.ohio-state.edu
(614) 292-1517
Ohio State University
Department of Computer and Information Science
2015 Neil Avenue
Columbus, OH 43210-1277

P116B60592 Richmond, University of (VA) 1996

Incorporates the use of 3-D visualization and animation software throughout the four year chemistry curriculum to increase student understanding of chemistry. Faculty will be trained to use the complex software, and a new set of 32 curriculum modules will be developed to illustrate core topics in chemistry. Half of the modules will be developed for classroom and the other half for laboratory use, and expanded versions of the modules will be used as free standing student tutorials. (end date: 8/31/99)
<http://chemweb.urich.edu/chem/>

Raymond Dominey
dominey@urvax.urich.edu
(804) 289-8242
University of Richmond
Chemistry Department
Gottwald Science Center
Richmond, VA 23173

P116B60759 Robert Morris College (PA) 1996

Disseminates a successful model of "writing across the business curriculum" to six other colleges. The model features a cost-effective method of faculty development involving videos and one-on-one mentoring. (end date: 8/31/99)

Jay Carson
carson@robert-morris.edu
(412) 227-6829
Robert Morris College
Patrick Henry Hall
Narrows Run Road
Moon Township, PA 15108

P116B61561 San Francisco State University (CA) 1996

Increases the retention rates of students with disabilities by creating problem solving teams that will address non-academic obstacles to success. (end date: 8/31/99)

Alice Nemon
anemon@sfsu.edu
(415) 388-2282
(415) 338-7869
San Francisco State University
1600 Holloway Avenue
San Francisco,. CA 94132

Kim Bartlett
(415) 338-7178
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

P116B60861 Santa Barbara City College (CA) 1996

Restructures the instructional program to increase learning productivity. The project will enable the college to: (1) complete twelve instructional redesign projects; (2) evaluate the effectiveness of the redesigned programs in terms of student learning and cost efficiency; and (3) disseminate the methods and outcomes of the project. (end date: 8/31/99)

Jack Friedlander
friedland@gatel.sbcc.ca.us
(805) 965-0581 x2540
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

P116B61492 Sonoma State University (CA) 1996

Initiates a series of course sections in one unit, self-paced modules with a strong emphasis on learning objectives, measurable outcomes, and assessment. The result will be increased faculty productivity and more efficient student learning. (end date: 12/31/99)

Donald Farish
don.farish@sonoma.edu
(707) 664-2192
Sonoma State University
Rohnert Park, CA 94928

P116B60456 South Carolina State University (SC) 1996

Creates a self-study workbook for the study of problem-solving in introductory mechanics. After using the workbook, students are expected to demonstrate in their problem-solving a sound conceptual understanding of physical principles. The workbook will be field tested in several sections of introductory physics at SCSU and will be made available electronically to other adapting institutions. (end date: 8/31/99)

Daniel Smith
dsmith@scsu.edu
(803) 536-7162
South Carolina State University
P.O. Box 7709
Orangeburg, SC 29117-0001

P116B61948 South Dakota State University (SD) 1996

Develops collaborative 2+2+2 curriculum agreements between reservation high schools, tribal colleges and the University's Colleges of Agriculture and Biological Sciences and Home Economics to increase the number of Native Americans who are able to graduate with baccalaureate degrees. These graduates will be well-prepared to work toward solutions of pressing problems facing tribal people in the areas of land resource management, economic development and family/community well-being. The project will be developed through articulation agreements, faculty exchange experiences at all levels, curriculum review and revision, student support systems and experiential learning opportunities. (end date: 9/31/99)

Laurie Stenberg Nichols
nicholsl@mg.sdstate.edu
(605) 688-6181
South Dakota State University
College of Home Economics
Box 2275A
Brookings, SD 57007

P116B61949 South Dakota State University (SD) 1996

Creates computer exercises to train students to use site-specific topographic maps for crop and field management. Site specific farming is the latest approach in agricultural production control and promises to have significant impact on agribusiness because both issues of environmental sustainability and profitability are addressed. The project will provide training in this methodology as part of the undergraduate and graduate curriculum. (end date: 8/31/99)

Howard J. Woodard
PX47@SDSUMUS.SDSTATE.EDU
(605) 688-4774
South Dakota State University
Plant Science Department
Brookings, SD 57007

Joan Danielson
danielsj@mg.sdstate.edu
(605) 688-4851
South Dakota State University
Economics Department, Scobey, Box 504A
Brookings, SD 57007

P116B60141 South Florida, University of (FL) 1996

Trains faculty and graduate students to develop and implement nine learning communities on a variety of subjects. The project would employ multimedia authoring, electronic conferencing, compensatory services and mentoring by adult learners. (end date: 8/31/99)

Joe Moxley
moxley@chuma.cas.usf.edu
(813) 974-9522
University of South Florida
Department of English, CPR 107
Tampa, FL 33620-5551

P116B60211 Stanford University (CA) 1996

Designs a plan to link medical education programs at Stanford and the University of California, San Francisco. (end date: 8/31/97)

Charlotte Jacobs
cjacobs@stanford.edu
(415) 725-8738
Stanford University
School of Medicine
Stanford, CA 94305-5302

Emilie Osborn
eosborn@medsch.ucsf.edu
(415)476-2347
University of California, San Francisco
School of Medicine
San Francisco, CA 94143-0410

P116B60710 State University of New York, College of Technology at Alfred (NY) 1996

Reformats courses for the first year of the drafting/computer-assisted design program into six sequential modules that are each five weeks in length. Each unit contains two to five units on drawing topics, each with a student guidebook. The students can work at their own pace in the lab with an instructor present for guidance and immediate feedback. Students may also enter the program at times other than the official opening of a semester, depending on their circumstances. The course modules include extra readings, viewing of video tapes and slides, possible industrial shadowing, and individual field trips. (end date: 8/31/99)

Robert Brumm
brummra@asc.alfredtech.edu
(716) 593-6270
SUNY/ College of Technology at Alfred
Drafting/CAD Department
South Brooklyn Avenue
Wellsville, NY 14895

P116B60125 Syracuse University (NY) 1996

Develops a model consisting of a series of discipline-specific instructional modules that include testing and review in areas of mathematics skills required for success in non-math courses. The project is based on research that shows a positive correlation between students' mathematical competency and their performance in a number of non-mathematics courses. Eight institutions including Syracuse will use these modules for a comparative study of the effectiveness of this intervention with selected student populations in four large enrollment introductory courses--Chemistry for the non-major, Psychology, Political Science, and Economics. (end date: 8/31/99)

Robert M. Diamond
rdiamond@cid.syr.edu
(315) 443-5410
Syracuse University
Center for Instructional Development
111 Waverly Ave., Suite 200
Syracuse, NY 13244-2320

Barbara A. Yonai
byonia@cid.syr.edu
(315) 443-5410
Syracuse University
Center for Instructional Development
111 Waverly Ave., Suite 200
Syracuse, NY 13244-2320

P116B60811 Thomas Nelson Community College (VA) 1996

Pilot tests and evaluates a course-based model for assessing student transfer success. It compares how well students who complete prerequisites at community colleges perform in upper level courses as opposed to students who complete them in four-year schools. (end date: 8/31/99)

Michael Banty
Quantym@tncc.cc.va.us
(804) 825-3500
Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670

P116B60201 Virginia Polytechnic Institute and State University (VA) 1996

Creates a statistical software package that integrates social science databases, visualization and analysis tools, and multimedia tutorials on statistical techniques and models. The software will be made available on the World Wide Web. The aim is to integrate statistical materials and methods throughout the social sciences curricula, rather than teaching statistics through only one or two isolated courses. (end date: 8/14/99)

Clifford Shaffer
shaffer@cs.vt.edu
(540) 231-4354
Virginia Polytechnic Institute and State University
Department of Computer Science
Blacksburg, VA 24061

P116B61190 Virginia Polytechnic Institute and State University (VA) 1996

Supports initial steps toward creation of a National Digital Library of Theses and Dissertations (NDLTD). Over the three-year grant period, the project will concentrate on collecting materials from institutions in the Southeast but the long-term goal is to provide electronic access to theses and dissertations (TDs) nationwide. Virginia Tech will develop training materials and work with faculty, library personnel, computer center staff, and others at contributing institutions to provide the technical support required for coordination of this effort. The NDLTD will provide increased and more timely access to graduate research results. It is expected to reduce costs libraries and students incur for the reproduction, binding, and storage of hard copies as well as reduce time and cost currently associated with accessing TDs by interlibrary loan. (end date: 8/31/99)

Edward A. Fox
fox@vt.edu
(540) 231-5113
Virginia Polytechnic Institute and State University
Department of Computer Science
660 McBryde Hall
Blacksburg, VA 24061-0106

P116B60215 Washington Higher Education Coordinating Board (WA) 1996

Assists in the development of a competency-based admissions system for the state college and university system in Washington. FIPSE funds would be used to train high school and college personnel to assess results of the pilot phase of the project. (end date: 12/31/97)

Douglas P. Scrima
doug@hecb.wa.com
(360) 753-7824
Washington Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504-3430

P116B61725 West Virginia University (WV) 1996

Develops computerized problem-based learning (PBL) cases which incorporate use of concept maps for problem solving and learning. Computer-based PBL materials and recommended out-of-class group meetings replace portions of in-class instruction which are usually facilitator-led, making PBL a practical instructional approach for large classes as well as small. The concept map component takes advantage of experiments West Virginia has conducted to help pharmacy students organize and learn large amounts of complex information. (end date: 8/31/99)

Marie A. Abate
Abate@WVNVM.WVNET.EDU
(304) 293-1463
West Virginia University
School of Pharmacy
P.O. Box 9520
Morgantown, WV 26506-9520

P116B60517 Western Interstate Commission for Higher Education (CO) 1996

Identifies innovative approaches to the delivery of student services in electronically delivered distance learning programs and provides technical assistance to 20 Western institutions seeking to adapt these approaches. The project is intended to influence local institutional practice and to help them meet the criteria for participation in the Western Governor's "Virtual University" initiative.(end date: 8/31/99) <http://www.wiche.edu/telecom/telecom.htm>

Sally Johnstone
SallyJohnstone@wiche.edu
(303) 541-0231
Western Cooperative for Educ. Telecomm.
WICHE
P.O. Box 9752
Boulder, CO 80301-9752

Barbara Krauth
BarbKrauth@wiche.edu
(303) 541-0308
Western Coop. for Educ. Telecomm.
WICHE
P.O. Box 9752
Boulder, CO 80301-9752

P116B60938 Westminster College (PA) 1996

Develops and implements a four-year general education curriculum that distributes courses along epistemological rather than disciplinary and departmental lines. The project will focus on faculty development and at the same time, evaluate the economic cost of faculty retraining and institutional restructuring. Summer workshops will train the faculty in the pedagogy and the evaluation methods for the new courses. (end date: 9/30/99)

Frederick Horn
fhorn@westminster.edu
(412) 946-7344
Westminster College
Department of English
New Wilmington, PA 16172

Ross Wastvedt
rwastvdt@westminster.edu
(412) 946-7352
Westminster College
Department of English
New Wilmington, PA 16172

P116B60237 Wilmington College (DE) 1996

Creates a new model for student teaching and supervision. It will establish and train collaborative teams of supervising teachers, provide support for the improvement of instruction and classroom environments, enhance the relationship between the college and the public schools, and improve the clinical training of pre-service teaching candidates. (end date: 8/31/99)

John C. Gray
jgray@magpage.com
(302) 328-9401
Wilmington College
320 duPont Avenue
Wilmington, DE 19720

P116B60882 Wisconsin, University of, Stevens Point (WI) 1996

Reforms the first-year chemistry courses for both majors and non-majors by conceptualizing them in terms of "model building." Students are challenged to formulate models, i.e., explanations of phenomena, consistent with available data. Lectures, labs, and recitations are coordinated and involve interactive efforts by students to explain findings and test proposed explanations, thus demonstrating the nature of science as scientists do it. (end date: 9/30/99)

Stephen R. Bondeson
sbondeso@uwspmail.uwsp.edu
(715) 346-3714
University of Wisconsin, Stevens Point
Department of Chemistry
Stevens Point, WI 55481

P116B60511 Worcester Polytechnic Institute (MA) 1996

Changes an undergraduate program in chemical engineering from a traditional, linear format to a project-centered "spiral" format which builds in reinforcement of concepts at increasingly sophisticated levels as students move through the curriculum. Content from four courses (Industrial Chemical Calculations, Classical Thermodynamics, Chemical Engineering Thermodynamics, and Introduction to Chemical Engineering) is redesigned for integration across traditional course boundaries. Learning and teaching productivity are further addressed in this integrative curriculum through the use of cooperative learning groups and multimedia computer technology. (end date: 8/31/99)

William M. Clark
wmclark@wpi.edu
(508) 831-5259
Worcester Polytechnic Institute
Chemical Engineering Department
Worcester, MA 01609

1997 Comprehensive Program Grants

P116B70602 American Council on the Teaching of Foreign Languages (NY) 1997

Designs a model program to prepare foreign language teachers to teach standards-based curricula to heritage learners, particularly those of Spanish or Haitian Creole backgrounds, in inner city schools. In-service teachers will work with ACTFL staff and Hunter College faculty to develop courses. (end date: 8/31/00)

Jamie B. Draper
71044.1552@compuserve.com
(914) 963-8830 x223
ACTFL
6 Executive Plaza
Yonkers, NY 10701-6801

John Webb
johnw259@aol.com
(212) 860-1278
Hunter College High School
71 East 94th Street
New York, NY 10128

P116B71085 Arizona State University (AZ) 1997

Expands a certificate and minor degree program in small business management and entrepreneurship that is open to students in any academic discipline. The program provides opportunities to learn about small business management, growth, and formation, and will be delivered by a team of "learner assistants" comprised of university faculty. (end date: 8/31/00)

William Verdini
bill.verdini@asu.edu
(602) 965-4330
Arizona State University
Center for the Advancement of Small Business
P.O. Box 874406
Tempe, AZ 85287-4406

P116B72084 Arkansas, University of (AR) 1997

Evaluates and disseminates a human resource development (HRD) baccalaureate program addressing the needs of working adults. The project includes distance education delivery, experiential credit through portfolios, internships, weekend scheduling, mentoring/advising, and articulation between two- and four-year institutions. (end date: 8/31/00)

Barbara E. Hinton
bhinton@comp.uark.edu
(501) 575-4758
University of Arkansas
100 Graduate Education Bldg.
Fayetteville, AR 72701

Tim Hatcher
thatcher@comp.uark.edu
(501) 575-4758
University of Arkansas
100 Graduate Education Bldg.
Fayetteville, AR 72701

Dale Thompson
thomp@comp.uark.edu
(501) 575-4758
University of Arkansas
100 Graduate Education Bldg.
Fayetteville, AR 72701

P116B70749 Association of Collegiate Business Schools and Programs (KS) 1997

Continues ACBSP's effort to improve business programs at historically and predominantly black colleges and universities , 30% of whose students are awarded degrees in business fields. Thirty institutions will receive assistance in developing and implementing action plans to meet program needs identified in an earlier phase of the project. (end date: 8/31/00)

Harold W. Lundy
ACBSP@AOL.COM
(913) 339-9356
ACBSP
7007 College Boulevard, Suite 420
Overland Park, KS 66211

P116B71289 Benedict College (SC) 1997

Implements an "inquiry approach" for teaching first-year composition. The project uses small group instruction plus intensive writing labs to focus on the process of writing as well as on the mechanics of writing and form errors. It represents a major change in institutional practice, the college having recently abandoned its remedial English program. (end date: 8/31/00)

Rhonda C. Grego
Grego@stat.sc.edu
(803) 540-2326
Benedict College
1600 Harden Street
Columbia, SC 29204

Christopher I. Chalokwu
Chalokwc@benedict.edu
(803) 540-2525
Benedict College
Box 147
Columbia, SC 29204

John M. Grego
grego@stat.sc.edu
(803) 777-5110
University of South Carolina
Department of Statistics
Columbia, SC 29208

P116B71722 Boston University (MA) 1997

Develops a program to improve the writing and composition skills of high school and college students and reduce college remediation costs. A distance learning model will be used to teach students to review the writings of others and revise their own compositions. High school teachers and students and college instructors and students will collaborate online in reviewing student documents. (end date: 8/31/00)

Jay W. Simmons
jsimmons@bu.edu
(617) 353-7116
Boston University
School of Education
605 Commonwealth Avenue, Room 502
Boston, MA 02215

P116B70096 California, University of, Berkeley (CA) 1997

Publishes and disseminates the report of the long-term effects on the Experimental College Program at Berkeley in the 1960s. The book includes interviews with forty student alumni of the program. Issues of higher education addressed in the book include curricular coherence, learning communities, and increased retention rates. (end date: 8/31/98)

Katherine Trow
trow@violet.berkeley.edu
(510) 527-0125
University of California, Berkeley
260 Stephen Hall
Berkeley, CA 94720

P116B70584 California, University of, Berkeley (CA) 1997

Provides resources for editing and publicity in connection with the publication of a book by Joseph Tussman entitled *The Beleaguered College: Essays in Educational Reform*. The work consists of a series of essays on educational reform including an analysis of the Experimental College Program which Tussman designed and ran at Berkeley. (end date: 8/31/98)

Gerald C. Lubenow
JLubenow@uclink2.Berkeley.edu
(510) 642-5158
University of California, Berkeley
104 Moses Hall, #2370
Berkeley, CA 94720

P116B70194 California, University of, Davis (CA) 1997

Develops a support system for distance-delivered courses. This platform-free tool would allow for organizational support as well as offer interactive pedagogical tools. The system would be tested as implemented in three different courses that require different pedagogical approaches and that target different sstudent audiences. (end date: 9/30/00)

Richard F. Walters
walters@cs.ucdavis.edu
(916) 752-3241
University of California, Davis
Department of Computer Science
Davis, CA 95616-8562

P116B70958 California, University of, Davis (CA) 1997

Uses print, web-based, and video resources to prepare graduate teaching assistants (TAs) to teach large lower-division physics courses in active-learning environments. In addition, physics faculty receive training so that they may lead professional development programs on active learning approaches for other groups of TAs. The Berkeley, San Diego, and Santa Cruz campuses of the University of California also will pilot this program. (end date: 8/31/00)

Wendell H. Potter
potter@physics.ucdavis.edu
(916) 752-3305
University of California, Davis
Department of Physics
Davis, CA 95616

P116B71855 California, University of, Los Angeles (CA) 1997

Establishes a training seminar for graduate teaching assistants (TAs) to integrate appropriate and pedagogically effective technologies into their undergraduate teaching. During the seminar, TAs will collect innovative approaches in teaching portfolios, and return to their home departments to conduct discipline-specific seminars on technology for fellow TAs and faculty. (end date: 8/31/00)

Larry L. Loeher
lloeher@ucla.edu
(310) 825-9149
University of California, Los Angeles
60 Powell Library, Box 951515
Los Angeles, CA 90095-1515

P116B71568 California State University, Fresno (CA) 1997

Disseminates the results of a successful FIPSE project that developed an authentic assessment of academic language proficiency and a curriculum designed to address the specific academic language needs of underprepared students. The project is based upon the premise that academic language is distinctly different from spoken English, and one factor associated with academic failure is the difficulty underprepared students have with academic language tasks in the curriculum. Dissemination sites will include a variety of college and postsecondary outreach programs. (end date: 8/31/00)

Phyllis A. Kuehn
phyllis_kuehn@csufresno.edu
(209) 278-0323
California State University, Fresno
Department of Educational Research
5005 N. Maple, MS 303
Fresno, CA 93740-8025

P116B70305 Carnegie Mellon University (PA) 1997

Develops a computer-mediated learning environment to support students working in teams on software development. The software tool generates information to help faculty monitor the progress of student teams, and it allows each student to chart his/her own progress and the team's. Comparison of team activity is possible so that effective and ineffective team strategies may be studied. The process and product are applicable to other settings in which teamwork skills are paramount. (end date: 8/31/00)

William E. Hefley
hefley@andrew.cmu.edu
(412) 268-3238
Carnegie Mellon University
Department of Social and Decision Sciences
5000 Forbes Avenue, PH-208
Pittsburgh, PA 15213

P116B71703 Carnegie Mellon University (PA) 1997

Develops web-based courseware modules with interactive Java applets to teach causal reasoning using statistical data. Rather than concentrate only on the mathematical aspects of statistics, the project intends to enable students to make more informed judgments about the wide range of causal claims that will confront them as citizens. The modules will be tested in thirty courses at eight institutions in three countries. (end date: 8/31/00)

Richard Scheines
R.Scheines@andrew.cmu.edu
(412) 268-8571
Carnegie Mellon University
Department of Philosophy
135 Baker Hall
5000 Forbes Avenue
Pittsburgh, PA 15213

P116B72027 Center for Occupational Research & Development (TX) 1997

Transforms an aging, narrowly focused laser/electro-optics curriculum to reflect the broader, newly emerging field of photonics. Six courses will be updated and made available to colleges that need curriculum materials to train photonics professionals. Using electronic communications, the project also will develop a mechanism to continually update technology-oriented curricula. (end date: 8/31/00)

Darrell Hull
dhull@cord.org
(817) 772-8756
Center for Occupational Research & Dev.
P.O. Box 21689
Waco, TX 76710-5878

Ashley Thornton
thornton@cord.org
(817) 772-8756
Center for Occupational Research & Dev.
P.O. Box 21689
Waco, TX 76710-5878

P116B70011 Central Washington University (WA) 1997

Integrates a credit bearing "service learning" experience in Mexico with a social services curriculum at the home institution and an internship in the U.S. that serves Latino clients. Seventy-five students in sociology, law and justice are expected to participate. (end date: 9/30/00)

David Hedrick
dhedrick@cwu.edu
(509) 963-3610
Central Washington University
Office of International Studies and Programs
Ellensburg, WA 98926-7408

P116B70427 City University of New York, City College (NY) 1997

Develops a college-school district science consortium to enable undergraduate science majors and science teachers to become effective practitioners of inquiry-based science. The project provides opportunities for undergraduates and teachers to work together in college and school settings.
(end date: 8/31/00)

Martin Marin
mmarin@scisun.sci.ccny.cuny.edu
(212) 650-6226
City University of New York, City College
138th Street at Convent Avenue
New York, NY 10031

Michael Weiner
MikeWeiner@aol.com
(212) 650-8337
City University of New York, City College
138th Street at Convent Avenue
New York, NY 10031

P116B70110 Clarkson University (NY) 1997

Develops an intership program using undergraduates as trainers and consultants to K-12 teachers in researching and authoring Web materials along with data, voice and video telecommunications.
(end date: 8/31/00)

Ronald W. Chorba
Chorba@icarus.som.clarkson.edu
(315) 268-6435
Clarkson University
214C Snell Hall, Box 5795
Potsdam, NY 13699-5795

P116B70300 Coalition for Christian Colleges and Universities (DC) 1997

Extends support for a longitudinal study of 20 colleges and universities in assessing institutional and educational impact on student values and character development. The project will complete the final segment of a six-year research design implemented at 35 participating institutions, assist these institutions to process data, and disseminate the findings and implications beyond the participants.
(end date: 9/30/00)

Bayard Baylis
baylis@mcis.messiah.edu
(717) 766-2511 x6750
Messiah College
Grantham, PA 17027

Karen Longman
kal@cccu.org
(202) 546-8713
Coalition for Christian Colleges and Universities
329 Eighth Street NE
Washington, DC 20002-6158

P116B71875 Coastline Community College (CA) 1997

Develops and pilot tests a model program to train professional and paraprofessional specialists in the cognitive rehabilitation of persons with acquired brain injury (ABI). This certificate program can also serve as the major in an AA degree. Because no other institution currently offers a certificate in this specialty, distributed computer-based training will be used to expand enrollment nationally.
(end date: 8/31/00)

Stacey Hunter Schwartz
shs@cccd.edu
(714) 241-6214, ext. 17220
Coastline Community College
2990 Mesa Verde Drive East
Costa Mesa, CA 92626

Janet Heck
(714) 241-6214
Coastline Community College
2990 Mesa Verde Drive East
Costa Mesa, CA 92626

P116B70593 College of William and Mary (VA) 1997

Creates a hypertext CD-ROM/World Wide Web hybrid which collects primary texts and pedagogical aids for understanding the poetry of Walt Whitman and Emily Dickinson. The project will explore the implications of hypertext on scholarly editions of texts, the interpretation of texts, and teaching strategies. Members of a specially selected working group of faculty will develop teaching materials and will produce essays on the textual, theoretical, and pedagogical challenges of using hypertext in the literature classroom.
(end date: 8/31/00)

Kenneth M. Price
kmpric@facstaff.wm.edu
(757) 221-1277
College of William & Mary
Department of English
P.O. Box 8795
Williamsburg, VA 23187-8795

Martha Nell Smith
ms63@umail.umd.edu
(301) 405-7632
University of Maryland
Department of English
Susquehanna Hall 2111
College Park, MD 20742

P116B70050 Colorado School of Mines (CO) 1997

Develops expert system computer software capable of measuring intellectual development and critical thinking in college students by emulating the human interview process. While optimal, human interviews are prohibitively expensive, and this project enables students and faculty to obtain the same quality assessment at a fraction of the price. The system will be based on the Perry and Reflective Judgment models of intellectual development and will be tested at three sites in Colorado. (end date: 8/31/00)

Ronald L. Miller
rlmiller@mines.edu
(303) 273-3892
Colorado School of Mines
Chemical Engineering Dept.
Golden, CO 80401

Barbara Olds
bolds@mines.edu
(303) 273-3991
Colorado School of Mines
McBride Honors Program
Golden, CO 80401

Michael J. Pavelich
mpavelic@mines.edu
(303) 273-3612
Colorado School of Mines
Department of Chemistry
Golden, CO 80401

P116B70301 Cooper Union for the Advancement of Science and Art (NY) 1997

Improves technical communications skills among engineering undergraduates. Through a joint effort of the School of Engineering and the Writing and Speaking Center, a series of required workshops and seminars will provide training on teamwork, the delivery of oral presentations, and effective use of graphic displays. Faculty will be trained to ensure that skills taught in this program will be applied in a variety of courses and modeled by those teaching engineering, and project materials will be packaged for dissemination to other campuses. (end date: 8/31/00)

Richard Stock
stock@cooper.edu
(212) 353-4317
Cooper Union School of Engineering
Chemical Engineering Department
51 Astor Place
New York, NY 10003

P116B71797 Council of Independent Colleges (DC) 1997

Establish a new accrediting agency for teacher education programs. Unlike NCATE, the only existing agency, the Teacher Education Accreditation Council would be based on student and graduate achievement and learning outcomes rather than institutional inputs and resources. The new agency would provide a choice in voluntary accreditation, and respond to the needs of smaller institutions with diverse teacher education programs. (end date: 8/31/00)

Allen P. Splete
asplete@cic.nche.edu
(202) 466-7230
Countil of Independent Colleges
One Dupont Circle, NW
Suite 320
Washington, DC 20036-1110

P116B70787 Education Development Center, Inc. (MA) 1997

Creates a prototype artificial intelligence computer system for manufacturing programs at technical colleges. The key aspect of the program will be the "WISE Tutor," an interactive computer program that can identify strengths and weaknesses of technical college students and lead them to appropriate materials and technical help. The program will be part of the manufacturing curriculum.
(end date: 9/30/00)

John Wong
JohnW@edc.org
(617) 969-7100
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060

P116B70125 Findlay, University of (OH) 1997

Develops an intergenerational cross-disciplinary two-year degree program to train students to work simultaneously with children and elders. The program involves both classroom and clinical work. In addition, the project establishes an educational career ladder beginning in high school and extending through a master's degree program. (end date: 9/30/00)

Vicki E. Rosebrook
rosebroo@river.findlay.edu
(419) 424-6951
University of Findlay
1000 North Main Street
Findlay, OH 45840-3695

P116B70762 Foothill College (CA) 1997

Provides one-on-one student facilitated study teams to improve retention of disadvantaged students in the first year and beyond. The project will institutionalize a student team resource center that will provide training, instructor support, and academic enrichment to student and faculty participants.
(end date: 8/31/99)

Jean Thomas
thomas@admin.fhda.edu
(650) 949-7284
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599

P116B72088 Georgia, University of (GA) 1997

Establishes a Center for Undergraduate Research Opportunities that will enhance opportunities for undergraduates to participate in faculty research. The Center will support faculty interested in involving students in research, prepare undergraduates for this experience, and train graduate students to manage research teams that include undergraduates. (end date: 8/31/00)

Alex Rosenberg
Alexrose@uga.cc.uga.edu
(706) 542-3240
University of Georgia
118 Academic Building
Athens, GA 30602-6116

P116B70684 Higher Education Coordinating Board (WA) 1997

Examines Washington State's new competency-based college admissions policy as it relates to raising K-12 academic standards and to predicting student success at the postsecondary level. The project is one component of a six-year state effort to create a comprehensive admissions system responsive to national K-12 reforms. (end date: 9/30/00)

Douglas Scrima
dous@hecb.wa.com
(360) 753-7824
Higher Education Coordinating Board
917 Lakeridge Way
P.O. Box 43430
Olympia, WA 98504-3430

P116B70933 Hope College (MI) 1997

Continues the work of Project Kaleidoscope to assist a select cadre of colleges and universities to "scale up" and institutionalize reforms in science, math, engineering, and technology education. Institutional Portfolios will be used to document "what works" at these institutions, and the information and insights will be shared with the larger academic community in both print and electronic formats.

Jeanne Narum
icopkal@wellspring.com
(202) 232-1300
Independent Colleges Office, Suite 803
1730 Rhode Island Avenue
Washington, DC 20036

James Gentile
gentile@hope.edu
(616) 395-7190
Hope College
35 E. 12th Street
Holland, MI 49423

P116B70318 Illinois, University of, Chicago (IL) 1997

Trains and evaluates standardized medical students for specific teaching and learning roles in a program to improve the teaching of medical school faculty. The innovation will be established as part of a faculty development effort for junior medical school faculty. (end date: 8/31/00)

Mark H. Gelula
mgelula@uic.edu
(312) 996-2696
University of Illinois, Chicago
986 CME
808 S. Wood Street
Chicago, IL 60612-7309

P116B71268 Illinois, University of, Chicago (IL) 1997

Creates a multimedia diagnostic program in drug therapy to be used by students in pharmacy education. The program requires students to interact with the program, focusing on pharmacological scenarios that the program presents. Students will learn from mistakes made during simulations that would be disastrous if experienced in real life. The effectiveness of the program will be evaluated in comparison to more traditional approaches. (end date: 8/31/00)

Ulric Chung
Ulric@UIC.EDU
(312) 996-4033
University of Ilinois, Chicago
Department of Pharmacy Practice
833 South Wood Street, Room 164
Chicago, IL 60612-7230

P116B70056 Incarnate Word, University of the (TX) 1997

Establishes the "Right Bite" Nutrition Program, a program on nutrition and dietary concerns with a particular emphasis on the needs and practices of indigent populations. Trains students to be peer advisors to other students on questions of a healthy diet, simultaneously giving students of health and nursing practicum credit. Involves students to create a healthier campus eating environment.
(end date: 8/31/00)

Mary Kaye Sawyer Morse
(210) 829-3167
University of the Incarnate Word
4301 Broadway, Box 58
San Antonio, TX 78209

P116B70539 Iowa, University of (IA) 1997

Makes an instructional tool developed at Iowa, the Iowa Electronic Market (IEM), available to 5,000 students at rural community colleges and minority institutions. IEM is a computer-based futures market in which students' success in "trading" relies on their understanding of the relationship between economics and events in political, social, and business arenas. A range of courses offered at the 45 participating institutions will incorporate use of the IEM to introduce students to financial markets and to increase their "economic literacy." (end date: 8/31/00)

Robert Forysthe
robert-forsythe@uiowa.edu
(319) 335-0865
University of Iowa
College of Business Administration
C120 Pappajohn
Iowa City, IA 52242

P116B71864 Kalamazoo College (MI) 1997

Expands and evaluates a pilot electronic student portfolio project by integrating experimental education with traditional academic programs. The portfolio will be Web-based and project activities will include training for advisors and students. (end date: 8/31/00)

Marilyn LaPlante
laplante@kzoo.edu
(616) 337-7209
Kalamazoo College
1200 Academy Street
Kalamazoo, MI 49006

P116B70747 Kansas City Public Television 19, Inc. (KS) 1997

Develops a comprehensive training program for elementary and preservice teachers to increase access and usage of new National Mathematics Standards in the classroom. The project will include video lessons modeling teachers in action, online training and interaction, discussions of pedagogical methods, and evaluation for improving educational strategies. (end date: 8/31/00)

Terry Rinehart
terry_rinehart@kcpt.org
(816) 756-3580 x4253
KCPT Channel 19
125 E. 31st Street
Kansas City, MO 64108

Brenda Williams
brenda_williams@kcpt.org
(816) 756-3580 x4208
KCPT Channel 19
125 E. 31st Street
Kansas City, MO 64108

P116B71020 Kansas State University (KS) 1997

Develops a distance education model for Kansas Head Start teachers that enables them to earn college degrees and certification in early childhood education. Using electronic technologies and traditional learning methods, the program will also include mentoring in the workplace and cooperative learning to upgrade the skills of Head Start teachers. (end date: 8/31/00)

Mary F. Deluccie
hdfsmary@ksu.edu
(913) 532-5510
Kansas State University
303 Justin Hall
Manhattan, KS 66506

P116B70520 Kirkwood Community College (IA) 1997

Delivers on-line support services to students in the distance education courses in which they are most at risk. The project will overcome the barriers of student isolation, poor academic placement, and inaccessible academic support by offering an integrated set of services via the Internet including diagnostic testing, advising, tutoring, and supplemental instruction. (end date: 8/31/00)

Michele Payne
mpayne@kikwood.cc.ia.us
(319) 398-4974
Kirkwood Community College
P.O. Box 2068
Cedar Rapids, IA 52406

P116B70348 Lynchburg College (VA) 1997

Increases student learning opportunities at three liberal arts colleges by sharing resources via distance technology. The project will enable three institutions to offer a wider range of curricular and co-curricular opportunities to its students, while maintaining the benefits of a small college--low student/faculty ratios and close interaction between students and faculty. The project involves a wide range of collaborative activities to enhance learning opportunities, including collaborative curriculum development, team teaching, and distant course offerings. Faculty will be trained in video conferencing and the use of text-based groupware. (end date: 8/31/00)

Heywood L. Greenberg
Greenberg@Lynchburg.edu
(804) 544-8544
Lynchburg College
Department of Communication Studies
Lynchburg, VA 24501

P116B70186 Maryland, University of, College Park (MD) 1997

Develop a junior-year course in quantum mechanics (QM) based on learner-centered pedagogy. Introducing QM at the undergraduate level would benefit technologists, inventors, applied physicists, and microelectronics specialists who do not take a graduate degree in physics. Instruction will focus on quantum mechanics as a modeling tool for applications and quantum devices. (end date: 8/31/00)

Edward F. Redish
redish@quark.umd.edu
(301) 405-6120
University of Maryland
Department of Physics
College Park, MD 20742-4111

Richard N. Steinberg
rstein@delphi.umd.edu
(301) 405-6184
University of Maryland
Department of Physics
College Park, MD 20742-4111

P116B70834 Massachusetts, University of (MA) 1997

Creates a Web-based intelligent tutoring system for General Chemistry using an existing Web-based homework system as a substrate. This intelligent tutor system is able to identify individual student weaknesses, inform students of those weaknesses, and guide them through appropriate instructional materials. (end date: 8/31/00)

William J. Vining
vining@chem.umass.edu
(413) 545-2352
University of Massachusetts
Chemistry Department, LGRC
Amherst, MA 01003

P116B71587 Massachusetts, University of, Lowell (MA) 1997

Develops a two-way video protocol to provide pre-service teachers real time observations of classrooms in a variety of school settings and follow-on debriefings with teachers. The project includes training for classroom teachers and will also involve high school students in reflective exercises on beneficial teaching and learning models. (end date: 8/31/00)

Judith A. Boccia
BocciaJ@woods, uml. edu
(508) 934-4650
University of Massachusetts, Lowell
College of Education
Lowell, MA 01854

Patricia Fontaine
fontainep@woods.uml.edu
(508) 934-4650
University of Massachusetts, Lowell
College of Education
Lowell, MA 01854

P116B70698 Michigan, University of (MI) 1997

Redesigns the second-year mathematics sequence to serve students with differing needs more effectively, particularly those majoring in engineering and science. In addition to implementing changes in course content and curricular requirements, the project will incorporate the pedagogical approaches which have characterized first-year mathematics reforms, including collaborative learning, increased emphasis on concepts and realistic problems, and intensive use of technology. (end date: 8/31/00)

Peter Hinman
pgh@umich.edu
(313) 763-3138
University of Michigan
Department of Mathematics
Ann Arbor, MI 48109-1109

P116B70157 Michigan State University (MI) 1997

Trains graduate students and faculty to use interest-based conflict resolution strategies to resolve interpersonal conflicts and set mutually-agreed-upon expectations for the student/faculty relationship. Positive student/faculty relationships are a key to graduate student retention and completion, and it is hoped that this process will foster such relationships, thereby increasing the low retention and degree completion rates among graduate students. The training will involve readings and discussions of the theoretical bases of interest-based conflict resolution and the application of these principles to specific situations presented in video vignettes. (end date: 8/31/00)

Karen L. Klomparens
kklompar@msu.edu
(517) 355-0301
Michigan State University
The Graduate School
East Lansing, MI 48824-1044

P116B70442 Michigan State University (MI) 1997

Develops a learner-centered model to teach graduate students in the sciences to write for professional publication and presentation. Unlike writing programs for undergraduates, this program will address the special purposes, content, and formats of graduate level writing and reduce faculty time spent on editing and correcting common errors in professional writing. (end date: 8/31/00)

Renate M. Snider
sniderr@pilot.msu.edu
(517) 432-2523
Michigan State University
Department of Zoology
East Lansing, MI 48824

Sharon Thomas
thomass@pilot.msu.edu
(517) 432-3610
Michigan State University
Writing Center, 300 Bessey Hall
East Lansing, MI 48824

P116B70598 Minnesota, University of (MN) 1997

Implements a model program for recruiting and advising students with disabilities on study abroad opportunities and making existing opportunities more accessible. A multimedia tutorial for students, staff and advisors will be developed. Three U.S. institutions and eight overseas program sites will be included in the pilot program. (end date: 8/31/00)

Betty Aune
aunex001@maroon.tc.umn.edu
(612) 624-6884
University of Minnesota
12 Johnston Hall
101 Pleasant Street, SE
Minneapolis, MN 55455

P116B70238 Mississippi, University of (MS) 1997

Provides a virtual cognitive psychology laboratory designed to eliminate the need for psychology departments to maintain their own computer laboratories for undergraduate research. Interactive experiments developed using Authorware® will be made publicly available over the Internet and archived on the university's PsychExps web page. (end date: 8/31/00)

Kenneth O. McGraw
pymcgraw@olemiss.edu
(601) 232-5192
University of Mississippi
Department of Psychology
University, MS 38677

Mark D. Tew
eemdt@olemiss.edu
(601) 232-5384
University of Mississippi
Electrical Engineering Department
University, MS 38677

P116B71861 Missouri, University of (MO) 1997

Prepares elementary school teachers to teach reading and literacy skills based upon analysis of children's cognitive strategies. The project will create three to six interdisciplinary multimedia cases that can be used by preservice teachers to identify, analyze, and generate responses to the issues teachers commonly experience in the classroom. (end date: 8/31/00)

Elizabeth Baker
cieab@showme.missouri.edu
(573) 882-6572
University of Missouri
College of Education
212 Townsend Hall
Columbia, MO 65211

Judy Wedman
judy@tiger.coe.missouri.edu
(573) 882-7294
University of Missouri
College of Education
212 Townsend Hall
Columbia, MO 65211

Richard Robinson
cuinrich@showme.missouri.edu
(573) 882-8247
University of Missouri
College of Education
212 Townson Hall
Columbia, MO 65211

P116B70516 Morehouse College (GA) 1997

Challenges the traditional indicators used by schools to determine which students are "at risk." Instead, the project will administer a standard emotional intelligence test to all incoming freshman and design a mandatory intervention program for those whose emotional intelligence scores suggest they are at risk. 75 students each year will be enrolled in the intervention program, and faculty will be trained in strategies to cultivate students' emotional intelligence. Morehouse will track the students participating in the program and ultimately seeks to improve student retention. (end date: 9/30/00)

Anne Watts
awatts@morehouse.edu
(404) 681-2800
Morehouse College
830 Westview Drive, SW
Atlanta, GA 30314

Obie Clayton
oclayton@morehouse.edu
(404) 215-2676
Morehouse College
830 Westview Drive, SW
Atlanta, GA 30314

Travis Patton
tpatton@morehouse.edu
(404) 215-2676
Morehouse College
830 Westview Drive, SW
Atlanta, GA 30314

P116B71226 New Hampshire, University of (NH) 1997

Provides individualized overseas research opportunities for undergraduate students in all disciplines. The program will integrate cultural orientation, language study, and project-specific preparation with a nine-week research project overseas under a faculty mentor. The project is a collaboration between the University's undergraduate research and international studies offices. Approximately 30 students are expected to participate in the project during the grant term. (end date: 9/30/00)

Donna B. Brown
dbbrown@hopper.unh.edu
(603) 862-7526
University of New Hampshire
Hood House
Durham, NH 03824

Cathy A. Frierson
cathyf@christa.unh.edu
(603) 862-3011
University of New Hampshire
Department of History
Durham, NH 03824

P116B71698 New Hampshire, University System of (NH) 1997

Develops a systematic training program for adjunct faculty who teach adults in the College of Lifelong Learning, based on principles of good practice in adult learning and development. This project will require adjunct faculty to demonstrate their achievement of the learning outcomes in a performance-based model that will also have applicability to other institutions seeking to develop their faculty.
(end date: 9/30/00)

Frances A. Mahoney
F_Mahoney@UNHF.UNH.EDU
(603) 228-3000 x321
University System of New Hampshire
125 North State Street
Concord, NH 03301

P116B70820 North Carolina, University of, Chapel Hill (NC) 1997

Creates a faculty development program for community preceptors using computer-based communication and collaboration technologies. The program will provide a means by which health care professionals serving as preceptors can develop their knowledge and skills remotely, at their own pace, via the structured use of the World Wide Web, discussion groups, interactive conferencing, and other electronic media. (end date: 8/31/00)

Carol P. Tresolini
ctres@med.unc.edu
(919) 966-3641
University of North Carolina
OED - School of Medicine
322 MacNider, CB# 7530
Chapel Hill, NC 27599

P116B71905 North Carolina State University (NC) 1997

Extends collaborative, interactive, computer-mediated instruction from small classes, where it has most often been used, to much larger introductory physics classes. Classroom space suited to large lectures and separate laboratory sections will be modified to accommodate small coherent work groups in which instructors and lab assistants facilitate instruction in concert. The project builds on four years of experimentation with interactive methodologies at NCSU. (end date: 8/31/00)

Robert J. Beichner
Beichner@NCSU.edu
(919) 515-7226
North Carolina State University
Physics 8202
Raleigh, NC 27695

John S. Risley
John_Risley@NCSU.edu
(919) 515-2524
North Carolina State University
Physics 8202
Raleigh, NC 27695

P116B70925 Northern Essex Community College (MA) 1997

Develops and tests a new curriculum of "bridge courses" for students with limited academic English proficiency, particularly ESL students, bilingual students, and developmental English speaking students. The courses will serve as introductions to various content areas and will develop academic English language and study skills through classroom instruction and the use of digitized video materials. (end date: 8/31/00)

David Kelley
dkelley@necc.mass.edu
(508) 374-5812
Northern Essex Community College
Division of Instructional Support Services
Elliott Way
Haverhill, MA 01830

P116B71755 Oklahoma, University of (OK) 1997

Creates a training program to prepare secondary music teachers to incorporate the use of MIDI technology into the classroom. In addition to face-to-face site visits and regional meetings among participating teachers, the project will use telecommunications technology to provide on-line assistance and exchange of materials. (end date: 8/31/00)

Carolyn Bremer
cbremer@uo.edu
(405) 325-2313
University of Oklahoma
School of Music
Norman, OK 73019

James Faulconer
jhfaulconer@ou.edu
(405) 325-4352
University of Oklahoma
School of Music
Norman, OK 73019

P116B71751 Oregon, University of (OR) 1997

Implements a national curriculum development and dissemination project to support "Energy Scheming," a computer software program for calculating energy consumption early in the architectural design process. Four research centers will collaborate on developing curricular materials and each will then work to disseminate the curriculum and the software to other institutions in its region.
(end date: 8/31/00)

G.Z. Brown
gzbrown@aaa.uoregon.edu
(541) 346-5647
University of Oregon
Energy Studies & Building Lab
Eugene, OR 97403

P116B70175 Pennsylvania Institute of Technology (PA) 1997

Develop an inservice training program for middle school teachers and middle and high school counselors to increase the participation of underrepresented students in science, mathematics, engineering, and technology. Industrial internships are used to ground teachers and counselors in occupations and skills related to these fields. (end date: 8/31/00)

Edward R. D'Alessio
pitech@shrsys.hslc.org
(610) 892-1504
Pennsylvania Institute of Technology
800 Manchester Avenue
Media, PA 19063

P116B70120 Prairie View A & M University (TX) 1997

Evaluates the impact of current higher education accountability practices in Texas, Wisconsin, and New York. The project will develop guidelines and principles to help states improve their accountability policies with a focus on improvements in student learning. (end date: 8/31/00)

Gerald H. Gaither
Gerald_Gaither@pvamu.edu
(409) 857-2448
Prairie View A&M University
Office of Institutional Research
Box 65
Prairie View, TX 77446-0065

P116B71440 Rice University (TX) 1997

Prepares high school teachers to teach computer science from its algebraic base rather than focusing almost exclusively on the grammar of particular programming languages. The project will also develop and implement syllabi and lectures for high school computing courses and small supplementary teaching units for high school mathematics courses. Students taught with this approach will be better prepared to take college courses in design, applied mathematics, and other computation-intensive subjects. (end date: 8/31/00)

Matthias Felleisen
matthias@rice.edu
(713) 527-4834
Rice University
Department of Computer Science, MS 132
6100 Main Street
Houston, TX 77005-1892

P116B71511 Rockland County Community College (NY) 1997

Disseminates "The Mentor/Talented Students" (MTS) community college honors program to thirteen institutions in the Northeast. The program is designed to provide support for outstanding community college students who wish to transfer to selective universities. The MTS program offers a challenging academic curriculum, often in seminar format, and pairs students with faculty mentors who share their disciplinary interests. (end date: 8/31/00)

Sam Draper
(914) 574-4349
Rockland Community College
MTS Honors Program
145 College Road
Suffern, NY 10901

P116B72025 San Francisco State University (CA) 1997

Develops and implements a Masters of Public Health degree in Community Health Education in partnership with the San Francisco Department of Public Health. Five public health core courses will be redesigned to incorporate the use of case studies to enhance student problem-solving skills and practice labs to provide hands-on experience in linking theory with practice. (end date: 8/31/00)

Mary Beth Love
Love@sfsu.edu
(415) 338-2708
San Francisco State University
Department of Health Education
1600 Holloway Avenue
San Francisco, CA 94132

P116B72026 San Francisco State University (CA) 1997

Develops and implements a program for the preparation of middle school teachers by integrating the preservice teaching credential preparation for the general education (elementary and secondary) credentials with the special education credential program in either mild and moderate or moderate and severe disabilities. The integrated program will enable candidates to earn a new credential authorizing service as general classroom teachers or special education teachers with more inclusive practice. (end date: 8/31/00)

Marvin Silverman
marsil@sfsu.edu
(415) 538-2065
San Francisco State University
Department of Secondary Education
1600 Holloway Avenue
San Francisco, CA 94132

Colleen Stump
csstump@sfsu.edu
(415) 538-6451
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132

P116B70432 Santa Fe Community College (FL) 1997

Develops and implements an on-line environment to train adjunct faculty and integrate them with departmental and institutional cultures. The project will serve as a model for other colleges and universities to facilitate system-wide reform. (end date: 8/31/00)

Anne Kress
anne.kress@santafe.cc.fl.us
(352) 395-5132
Santa Fe Community College
Unit 9/K-252
3000 NW 83rd Street
Gainesville, FL 32606

Suellyn Winkle
suellyn.winkle@santafe.cc.fl.us
(352) 395-5096
Santa Fe Community College
Unit 10/L-025
3000 NW 83rd Street
Gainesville, FL 32606

P116B70208 Southwestern Louisiana, University of (LA) 1997

Designs a comprehensive biotechnology option within the existing biology curriculum to serve the needs of students planning to pursue immediate employment after graduation rather than entering graduate or medical school. Industry partners participate in the design of new courses for the biotechnology option and provide semester-long internship experiences required of students choosing the option. (end date: 8/31/00)

Keith R. Roberts
krr@usl.edu
(318) 482-6755
Univ. of Southwestern Louisiana
Department of Biology
P.O. Box 42451
Lafayette, LA 70504-2451

William Rieck
war8406@usl.edu
(318) 482-6413
Univ. of Southwestern Louisiana
Curriculum and Instruction
Lafayette, LA 70504-2451

Arlene Billock
agb4626@usl.edu
(318) 482-5237
Univ. of Southwestern Louisiana
Department of Biology
P.O. Box 42451
Lafayette, LA 70504-2451

P116B70866 Springfield Technical Community College (MA) 1997

Provides a work-based learning teacher certification program for urban district para-professionals. A 2+2 structure, a partnership with the University Without Walls, and career ladder and financial incentives make it unique among alternative certification programs. (end date: 8/31/00)

Georgena Van Strat
vanstrat@stccadm.stcc.mass.edu
(413) 781-7822 x3876
Springfield Technical Community College
One Armory Square
Springfield, MA 01105

P116B71551 St. Olaf College (MN) 1997

Trains disciplinary faculty to implement an "oral communications across the curriculum" program. Over 75 faculty will learn to integrate the teaching of oral communication skills into their courses in a way that enhances student learning of both disciplinary content and communication skills. The project addresses a range of communication skills, including small group and interpersonal communication, as well as public speaking. The faculty development model includes a summer workshop, discipline-specific follow-up seminars and individual tutorials. (end date: 8/31/00)

Jo Michelle Beld
beld@stolaf.edu
(507) 646-3343
St. Olaf College
Department of Political Science
Northfield, MN 55057

P116B70542 Tufts University (MA) 1997

Develops and implements a "Teacher Education Module" that will assist physical science teachers and pre-service teachers with resources to address educational goals from the National Science Education Standards. The module will include two components: new science content and pedagogical approaches for teachers and a workshop component for teaching basic science concepts. (end date: 8/31/00)

Ronald K. Thornton
csmt@tufts.edu
(617) 628-5000 x2825
Tufts University
Center for Science & Math Teaching
4 Colby Street
Medford, MA 02155

P116B71537 Tufts University (MA) 1997

Develops a new model of World Wide Web-based publication to take fuller advantage of electronic media to reach larger and broader audiences of students and faculty. The project will create exemplary new electronic publications, an editorial review process, and standards and "style sheets" that new authors can use as models when creating their own materials. The project is an offshoot of Project Perseus, which has collected a large digital library of images and teaching and scholarly materials on ancient Greco-Roman culture. (end date: 8/31/00)

Gregory R. Crane
gcrane@emerald.tufts.edu
(617) 628-5000 x2435
Tufts University
Classics Department, Eaton Hall
Medford, MA 02155

P116B71688 Utah State University (UT) 1997

Develops investigative biology laboratories and two new undergraduate biomathematics courses. Unique to the instruction provided is an emphasis on mathematical modeling and use of the scientific method. The project aims to improve undergraduate and secondary school biology instruction by giving needed attention to students' quantitative and problem-solving skills. (end date: 8/31/00)

James W. Haefner
jhaefner@biology.usu.edu
(801) 797-3553
Utah State University
Department of Biology, UMC 5305
Logan, UT 84322-5305

P116B71371 Vermont Technical College (VT) 1997

Redesigns the vocational center curriculum in Vermont and creates the first "Career Academy" at one of Vermont's existing vocational-technical centers. Key to the redesigned curriculum is the combination of rigorous academics with the applied teaching methodologies traditionally utilized at technical centers. College faculty, secondary school faculty, and employers will comprise the curriculum development teams. (end date: 8/31/00)

Jeffrey Higgins
jhiggins@vtc.vsc.edu
(802) 728-1217
Vermont Technical College
P.O. Box 500
Randolph Center, VT 05061

Kathy Finck
(802) 828-5144
Vermont Department of Education
Office of Career and Lifelong Learning
Montpelier, VT 05620

P116B71441 Washington, University of (WA) 1997

Develops intensive activities aimed at significantly increasing the number of individuals with disabilities who transfer from two-year to four-year institutions. Through special recruitment activities, summer study programs, use of adaptive technologies, mentoring internships and other work experiences, the project helps students increase their independence and develop self-advocacy and leadership skills. In addition to helping students make the transition to upper division programs, the project will assist two-year college professionals who support students with disabilities. (end date: 9/30/00)

Sheryl Burgstahler
sherylb@cac.washington.edu
(206) 543-0622
University of Washington
DO-IT Program
4545 17th Avenue, NE
Seattle, WA 98105

1998 Comprehensive Program Abstracts

P116B980419 Albany Law School (NY) 1998

Disseminates and replicates an Alternative Dispute Resolution (ADR) training program for law students. The project will establish three law school-sponsored networks, comprised of at least twelve undergraduate, graduate, and professional academic institutions, that will train 96 student service learners and serve more than 450 clients in questions of alternative dispute resolution. Evaluation will be concerned with the participation of the networks, student learning outcomes, the quality of ADR services, and changes in student attitudes. A *Best Practices Manual* developed earlier will be revised and distributed to all ABA-approved law schools in the U.S. (end date: 9/30/01)

Patricia E. Salkin
psalk@mail.als.edu
(518) 445-2329
Albany Law School
Government Law Center
80 New Scotland Avenue
Albany, NY 12208-3494

P116B980649 American Academy for Liberal Education (DC) 1998

With the participation of over 60 colleges and universities across the country, this project first studies the internal and external factors impacting liberal education requirements at colleges and universities over the past two decades and then uses the results to develop and implement a new means of accreditation and quality assurance of the liberal arts (end date 08/31/01).

George Lucas & Jeffery Wallin
grlucas@aale.org
(202) 452-8611
American Academy for Liberal Education
1015 18th Street NW Suite 204
Washington, DC 20036

P116B980235 American Council of Teachers of Russian (DC) 1998

Creates 15 to 20 on-line interactive instructional modules to support the teaching of Russian at the first- through third-year level. The modules will be designed to complement existing textbooks and materials on Russian business communication. Foreign language instructors will learn how to use the materials at annual workshops presented at national Slavic studies conferences (end date: 8/31/01).

Maria Lekić & Dan Davidson
Lekif@actr.org
(202) 833-7523
American Council of Teachers of Russian
1776 Massachusetts Avenue, NW, Suite 700
Washington, DC 20036

P116B980685 Arizona State University (AZ) 1998

Continues the development of its Instructional Technology Network (IIN). The IIN is currently composed of two Internet websites which provide resource materials on innovations in teaching and learning for faculty in higher education. One website contains documents on cooperative/collaborative teaching; the other, documents on case teaching. The center has found these to be the two most proven pedagogical strategies for improving education. The project will expand the currently meager contents of the websites.

Susan Ledlow
susan.ledlow@asu.edu
(602) 965-8645
Arizona State University
Center for Learning & Teaching Excellence
Box 870101
Tempe, AZ 85287-0101

P116B980148 Arizona, University of (AZ) 1998

Develops a program for training and recruiting "Teaching Teams" composed of faculty, graduate assistants in teaching, and undergraduate preceptors to more effectively teach large general education courses. The most innovative aspect in this approach is the integration of the undergraduate assistant, or preceptor, into general education courses. Preceptors will assume support roles; e.g. acting as discussion facilitators, writing consultants, assistants for hands-on research experiments, and technology experts. (end date: 8/31/2001)

Harold P. Larson
hplarson@u.arizona.edu
(520) 621-6943
Space Sciences 427
P.O. Box 210092
The University of Arizona
Tucson, AZ 85721-0092

P116B980389 Arizona, University of (AZ) 1998

Establishes a certification program for lay health workers through a partnership among the state's community college system, rural Area Health Education Centers, and several community health services agencies. The project draws on the Native American and Latino communities in underserved areas of the state, developing career progression tracks for individuals in the health care professions. It incorporates national guidelines enumerated by the *National Community Health Advisor Study* for core roles and competencies, evaluation, and career progression. (end date: 8/31/01)

Donald E. Proulx
aproulx@hinet.medlib.arizona.edu
(520) 626-7946
University of Arizona
Rural Health Office
2501 E. Elm Street
Tucson, AZ 85716

P116B980340 **Association of American Colleges & Universities (DC) 1998**

Implements the creation of bilateral exchange agreements with ten Japanese national universities and thirty American colleges and universities. The project would greatly expand the number of institutions in the U.S. with opportunities for year-long study in Japan. The proposed U.S./Japan initiative will help redress the continuing imbalance in undergraduate educational exchange. (end date: 8/31/01)

Joseph Johnston
johnston@aacu.nw.dc.us
(202) 387-3760
AAC&U
1818 R Street, NW
Washington, DC 20009

Jane Spalding
spalding@aacu.nw.dc.us
(202) 387-3760
AAC&U
1818 R Street, NW
Washington, DC 20009

P116B980453 **Association of American Colleges and Universities (DC) 1998**

Improves advising systems in order to increase the coherence of educational planning by students at public institutions in three states, Georgia, Maryland, and Vermont. To emphasize the planning needs of transfer students, the project involves feeder community colleges as well as 4-year institutions. The project will go beyond mechanical policies for transfer of credit and begin to create conditions in which students come to understand the broad purposes of a college education, including the reasons for each element of required general education, and are taught the skills of purposeful educational planning. Advisors and students will use this understanding as the basis for planning courses of study. (end date: 8/30/99)

Carol Geary Schneider
cgs@aacu.nw.dc.us
(202) 884-7400
Association of American Colleges and Universities
1818 R Street, N.W.
Washington, D.C. 20009

P116B980536 **Bard College (NY) 1998**

Provides college level instruction in the humanities to disadvantaged inner-city residents. Participants will acquire the skills and confidence to pursue postsecondary education. The primary purpose of the project is to develop a national model to encourage students to to enroll in college. The Clemente course project will refine and disseminate its administrative, community partnership, and fundraising infrastructure so that other institutions may adopt this model. (end date: 8/31/00)

Martin Kempner
kempner9@ix.netcom.com
(914) 758-7066
Bard College
P.O. Box 5000
Annandale-on-Hudson, NY 12504

P116B980854 Barnard College (NY) 1998

Develops, tests and disseminates an interactive student-centered pedagogy for the humanities and social sciences which uses intensive role playing as a way for students to access difficult texts. Pioneered by an American Studies instructor, the method has resulted in very high levels of students engagement with texts and correspondingly high levels of achievement. The initial testing of the method will take place in Barnard's required interdisciplinary first year seminars, after which materials will be published for broader dissemination. (end date: 8/31/2001)

Mark C. Carnes
mcarnes@barnard.columbia.edu
(212) 854-5943
Barnard College
415 Lehman
3009 Broadway
New York, NY 10027

P116B980043 Berkshire Community College (MA) 1998

Establishes a partnership between community college and regional high school faculty to develop a transition seminar and academic support bridge program for at-risk community college freshmen. A faculty/student peer advisor program will subsequently work with students during their initial semester in college. (end date: 6/30/01)

Faith S. Vosburgh
fvosburgh@cc.berkshire.org
(413) 499-4660 ext. 328
Berkshire Community College
1350 West St.
Pittsfield, MA 01201

P116B980015 Boston College (MA) 1998

Creates a set of experience based case-studies for use in the professional development of graduate students in mathematics. These case studies will promote increased teaching skills and greater awareness of pedagogical issues.

Solomon Friedberg
solomon.friedberg.bc.edu
617-552-3002
Boston College
Department of Mathematics
Chestnut Hill, MA 02167-3806

P116B980586 **Brigham Young University (UT) 1998**

Develops a set of six computer simulations for use in a two-semester capstone biology/life science course. Students learn higher order inquiry and analytical skills as well as problem solving skills. The modules will help students think as scientists, not just observe science. These simulations are intended to provide research laboratory experiences in courses with large enrollments and limited lab resources. Simulations are organized according to six biological processes.

John D. Bell
John_Bell@byu.edu
(801) 378-2353
Brigham Young University
Department of Zoology
Provo, UT 84602-5230

P116B980228 **California, University of, Los Angeles (CA) 1998**

Establishes the Program in Moving Image Archive Studies to train archivists of film and television, including internships in preservation and industry locations. The curriculum will include theoretical studies of film, collection management, access and programming for the public, cataloging and preservation. Supplemented with courses developed with the university's schools of film and library studies, the Program is expected to develop a Master's degree within three years. (end date: 8/31/2001)

Steven Ricci
sricci@emelnitz.ucla.edu
310-825-6026
UCLA Film and TV Archive
302 East Melnitz
405 Hilgard Avenue
Los Angeles, CA 90024-1323

P116B981313 **California, University of, Los Angeles (CA) 1998**

Develops and implements programs in tribal justice studies at four tribally-controlled colleges, with the support of community personnel and mainstream universities. The project will develop instructional materials, design curricula, and train local instructors in tribal justice systems. (end date: 8/31/2001)

Duane Champagne
champagn@ucla.edu
(310) 825-7315
American Indian Studies Center
3220 Campbell Hall, Box 951548
University of California
Los Angeles, CA 90095-1548

P116B980450 California, University of, Riverside (CA) 1998

Creates a state-of-the-art World Wide Web search facility for higher education. The project will enhance INFOMINE, a highly accessed and useful data base of scholarly web sites. Added will be several new search capabilities that permit: cooperation in Internet searching among several campuses developing virtual libraries, customized instructional and institutional interfaces, full-text searching, and bulletin boards alerting users to new web sites in specialized areas. The goal is to create a complete, powerful, and free search engine that will serve higher education better than more general commercial search engines. (end date: 8/31/01)

Steve Mitchell and James C. Thompson
smitch@ucra1.ucr.edu
(909) 787-6454
University of California-Riverside
University Library, P.O. Box 5900
Riverside, CA 92517

P116B980327 Center for Applied Linguistics (DC) 1998

Integrates language awareness and ESL techniques into mainstream content courses in teacher education programs at six colleges and universities in North Carolina. Teacher education faculty will learn effective techniques from exemplary classroom practitioners, by observing and co-teaching, and will modify college curricula to prepare future teachers for the multi-lingual classrooms in which they are likely to teach. (end date: 9/30/01)

Deborah J. Short
dshort@cal.org
(202) 429-9292
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-1214

P116B980860 Central Connecticut State University (CT) 1998

Develops, implements, and evaluates a two-semester, ten-credit hour laboratory-based course integrating mathematics, science, and technology for prospective elementary school teachers. The course emphasizes scientific inquiry and is taught by university faculty and K-12 teachers. (end date: 8/31/2001)

Jeremiah Jarrett
jarrettj@ccsu.edu
(860) 832-2648
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

P116B981014 Central Michigan University (MI) 1998

Assists first generation and low income freshmen with entry into the college environment through a group process with other incoming students, a peer leader and an adult leader. The purpose is to encourage students to define themselves in the new community, to become active learners and take positive action. The project should affect persistence and retention favorably, and will include pre- and post- measures of internal focus of control in its evaluation. (end date: 8/31/01)

Joyce Carter
34M334S@cmich.edu
(517) 774-3465
Central Michigan University
Foust 150
Mount Pleasant, MI 48859

P116B981263 City College of San Francisco (CA) 1998

Disseminates, in conjunction with San Francisco State University, a successful certificate and educational pathway for Community Health Workers from diverse and linguistically-isolated communities. The performance-based certificate will initially be implemented at six community colleges in California before further dissemination to eight community colleges in other states. (end date: 8/31/2001)

Vicki Legion
chw@sfsu.edu
(415) 338-3034
Department of Health Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

P116B981418 Coastline Community College (CA) 1998

Designs and implements a replicable model for a one-year accelerated associate in arts degree for working adults. The curriculum will feature interdisciplinary clusters of courses, use of educational technology, and competency assessments. Instructional strategies will focus on enabling students to become expert learners who can achieve content mastery and use a repertoire of strategies in academic and workforce situations. (end date: 8/31/01)

Michelle R Wild
wild.michele@.mail.ccc.cced.edu
(714) 241-6272
Psychology and Special Programs
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

P116B980093 College of the Canyons (CA) 1998

Creates a new model for cooperative education in two-year institutions. The cooperative education program will be based on the parallel model and will include a work-site based faculty development program, involvement of industry personnel in the classroom, and a comprehensive evaluation process. (end date: 8/31/2001)

Kathleen Alfano
alfano_k@mail.coc.cc.ca.us
(805) 259-7800
College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

P116B980506 Colegio Universitario del Este (PR) 1998

Develops a model for science teacher preparation based on the constructivist (learner-centered) approach. Faculty will be trained in the development of constructivist curriculum materials and teaching practice. As a product of the program, a transdisciplinary model for science teacher education congruous with local and national standards will be developed. (end date: 9/30/2001)

Mildred Huertas
(787) 257-7373
Colegio Universitario del Este
P.O. Box 2010
Carolina, PR 00984-2010

P116B981537 Colorado, University of, Health Sciences Center (CO) 1998

Designs and implements a library of digital video cases to support the National Pediatric Curriculum. Since pediatric education is now largely based in community-based practices, these cases will be used in a web-based collaborative learning environment to improve the visual recognition skills needed to treat children and to ensure that students can achieve needed competencies to provide pediatric care. (end date: 8/31/01)

Carol Kamin
Kamin.Carol@tchden.org
(303) 861-6542
Department of Pediatrics
University of Colorado Health Sciences Center
TCH, 1056 19th Ave. B158
Denver, CO 80218

P116B981638 Colorado, University of (CO) 1998

Completes the development and evaluation of a Web-based introductory astronomy course written in Java and composed of six three-week modules. The course is designed for nonscience majors and intended to foster interest in science and science careers. Modules focus on astronomical concepts rather than the mathematics underlying them. Collaborative learning is emphasized.

Isidoros Doxas
Isidoros.Doxas@Colorado.edu
(303) 492-7988
University of Colorado
Center for Integrated Plasma Studies
Campus Box 390
Boulder, CO 80309-0390

P116B980057 Columbia College Chicago (IL) 1998

Conducts a cross-disciplinary, collaborative, teaching/learning experiment. Integration of electronic technology in a variety of content courses is accomplished through collaborative projects involving faculty and students of content courses paired with those of computer production courses (e.g., website design, multimedia applications, CD-ROM production). This approach is designed to avoid the not-so-uncommon view of technological applications as "add ons" by making use of newly acquired skills in educational technology immediate and central to achievement of classroom objectives. (end date: 8/31/01)

Barbara K. Iverson
biverson@popmail.colum.edu
(312) 344-7399
Columbia College Chicago
Academic Computing
600 S. Michigan Avenue
Chicago, IL 60605-1996

P116B980120 CUNY/Brooklyn College (NY) 1998

Disseminates a model retention program. The curriculum seamlessly links developmental education and basic skills coursework to core curricula.

Martha Bell
mjbell@brooklyn.cuny.edu
718-951-5738
Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210

P116B980318 CUNY/Brooklyn College (NY) 1998

Rethinks and redesigns the Brooklyn Core Curriculum for a web-based distance environment. Project will support release time for faculty development to ensure courses so that one-third of each course will be available on-line.

Barbara Higginbotham
bxhbc@cunyum.cuny.edu
718-951-4342
Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210

P116B981116 CUNY/College of Staten Island (NY) 1998

Disseminates a previous FIPSE project in which CSI faculty worked with high school teachers to develop integrated discovery based curricula which helped average students graduate from high school with an academic diploma and without need for remediation in college.

Leonard Ciaccio
James Sanders
ciaccio@postbox.csi.cuny.edu
sanders@postbox.csi.cuny.edu
College of Staten Island/CUNY
2800 Victory Boulevard, Room 1A-211
Staten Island, NY 10314

P116B981340 CUNY/College of Staten Island (NY) 1998

Adapts successful components of Project Discovery, a program using integrated and discovery-based curriculum to improve the achievement of high school students, to reform teacher education. The teacher education program will use strategies developed in Project Discovery to instruct pre-service high school teachers in developing lessons that emphasize the integration of four subjects areas and discovery learning with the use of interdisciplinary content. The content areas will be English, social studies, mathematics, and science. (end date: 8/31/01)

Deborah DeSimone
desimone@postbox.csi.cuny.edu
(718) 982-2325
College of Staten Island/CUNY
2800 Victory Boulevard, Rm. 1A-211
Staten Island, NY 10314

James Sanders
sanders@postbox.csi.cuny.edu
(718) 982-2325
College of Staten Island/CUNY
2800 Victory Boulevard, Rm. 1A-211
Staten Island, NY 10314

P116B980776 CUNY/Hunter College (NY) 1998

Develops a program in foreign languages to give students at various levels of foreign language learning, including heritage learners, opportunities to use languages in various professional and vocational settings. Senior language and literature faculty from seven CUNY colleges, now involved in a on-going university-supported Labor Market Analysis in the fields of accounting, law enforcement, and international business, will: 1) define the linguistic and cultural proficiencies required for various working needs, 2) measure those against proficiency levels currently achieved in liberal arts programs, and 3) prepare accordingly for the adaptation and teaching of new courses. Targeted languages include Chinese, Spanish, and German. (end date: 8/31/00)

Dorothy James
djames@shiva.hunter.cuny.edu
(212) 772-4985
Hunter College-CUNY
Department of German
695 Park Avenue
New York, NY 10021

P116B981002 CUNY/Hunter College (NY) 1998

Utilizes the linguistic skills of students who are native speakers of languages other than English to carry out internships, community service, and academic research projects. The purposes is to develop and maintain students= skills, pride and interest in their own first languages; to support their learning of English; to increase appreciation for multi-language speakers as a campus and community resource; and to prepare bilingual students for career opportunities which use their language skills (08/31/01)

Janet Poppendieck
Jpoppendieck@hejia.hunter.cuny.edu
(212) 772-4041
Hunter College
Center for the Study of Family Policy
695 Park Avenue
New York, NY 10021

P116B981194 CUNY/New York City Technical College (NY) 1998

Adopts the school-based Tech-Prep concept to work-based learning in community college technology curricula. Students from five technology departments will participate in internships that provide experience in entrepreneurial management, marketing, sales, and technical tasks on site at the community college. The project places the control of internships within the college by expanding the college's existing Community Computer Support Service Center and Manufacturing Resource Center from repair and technical assistance sites to student-run businesses. (end date: 8/31/01)

Sankar Sastri
sxsny@cunyvm.cuny.edu
(718) 260-5525
New York City Technical College
186 Jay Street
Brooklyn, NY 11201

P116B980249 CUNY/Queens College (NY) 1998

Develops a science teacher education program for graduate students who are pursuing a second-degree for certification in elementary education. Student research in urban environmental issues with regional environmental researchers leads to immersion in a hands-on residency program at an environmental teaching and research center. Students also apply science lessons learned on site at the middles school professional development site. (end date: 8/31/01)

John A. Craven III
jcraven@qcvaxa.qc.edu
(718) 997-5344
Queens College/CUNY
65-30 Kissena Blvd.
Flushing, New York 11367

P116B980310 Daytona Beach Community College (FL) 1998

Creates an On-Line-Support Center called DBCC Learner NET primarily for distance learners but also to be used by traditional campus-based students. DBCC Learner NET will seamlessly integrate the State of Florida's virtual library and student advising projects with locally developed on-line pre-enrollment information, admissions, student records, registration, student orientation, academic counseling and advising, tutoring and bookstore services. (end date: 8/31/01)

Krissy Banos
banosk@dbcc.cc.fl.us
904-255-8131, ext. 3670
Daytona Beach Community College
1200 W. Int. Spwy. Blvd.
Daytona Beach, FL 32114

P116B981452 Florida International University (FL) 1998

Uses dance as a vehicle for cross-cultural education. Dancing Across the Disciplines attempts to broaden perspectives on dance from a primarily European-American tradition with a focus on the theatrical arts to include dance rituals as expressions of cultural identity (e.g., social, political, religious). FIU, located in Miami, gives special attention in this project to the study of Latin American and Caribbean culture. (end date: 9/30/01)

Andrea Mantell-Seidel
indami@fiu.edu
(305) 348-2894
Latin American and Caribbean Center
11200 S.W. 8th Street
Miami, FL 33199

P116B980480 Foundation for Independent Higher Education (IL) 1998

Evaluates and disseminates the best ideas generated by a campaign to promote cost effectiveness at small private colleges. RAND Education will be the primary contractor for the evaluation, and FIHE will disseminate proven new ideas to 630 private colleges in the organization's national network. (end date: 8/31/2001)

Ruth E. Frey
rfrey@fihe.org
(312) 849-9400
Foundation for Independent Higher Education
11 S. LaSalle Street, Suite 1730
Chicago, IL 60603

P16B980095 Frederick Community College (MD) 1998

Establishes an Internet regional degree completion program in a geographical area not served by a four-year public institution. Students who complete lower division general education and major requirements will be encouraged to complete bachelor's degrees offered by distance providers via the Internet. Frederick Community College will provide a laboratory/learning center offering support services, access to technology, and other resources to students and will create collaborative partnerships with four year degree providers. (end date: 8/31/01)

Richard Yankosky
Rich_Yankosky@co.frederick.md.us
301-846-2548
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

P116B980245 Gallaudet University (DC) 1998

Offers a semester-long student exchange program for deaf and hard-of-hearing undergraduates which combines internships in the U.S. students= fields with coursework at a Costa Rican University. Gallaudet and two other U.S. universities will send students to Costa Rica; Costa Rican deaf students will be hosted by Gallaudet. The project is a cooperative effort involving the universities and two Costa Rican organizations that serve the deaf (end date: 8/31/01)

Cristina Berdichevsky
Cberdichev@gallau.gallaudet.edu
(202) 654-7415
Foreign Languages and Literature
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002

P116B980808 Gateway Community College (AZ) 1998

Proposes to develop a two-year associate degree for facilities systems technicians who work in technology industries. It is cohort- and block-scheduled, fully integrated, and based on problem-based learning (PBL). Because technology changes four times every three years, graduates of this program will be equipped to solve problems for technologies not yet invented. This program will stress problem solving rather than the training in specific skills involved in current facilities systems (heating, ventilation, and air conditioning). (end date: 8/31/01)

Fred Gaudet
gaudet@GWC.maricopa.edu
(602) 392-5176
Gateway Community College
108 North 40th Street
Phoenix, AZ 85034

P116B980567 Hartford, University of (CT) 1998

Creates integrative first-year groups (FIGs) with cross-course "integrative learning blocks" to restructure dramatically the first-year curricula and create more effective and efficient student learning. By developing a set of shared learning outcomes for FIG courses, the integrative learning block encourages students to develop higher level thinking skills.

Guy Colarulli
colarulli@uhauax.hartford.edu
860-768-4649
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117-1599

P116B981183 Hobart and William Smith Colleges (NY) 1998

Enhances and institutionalizes a AWriting Colleagues@ program in which upper-class students serve as facilitators in the teaching of reading and writing in lower level courses. The successful program, now in its fourth year, includes training for colleagues and cooperating faculty. The proposed enhancements include general expansion, as well as new uses of colleagues in the freshman summer program for students at risk, in the chemistry department, and in study-abroad programs (end date: 12/31/01)

Cheryl Forbes
Forbes@hws.edu
(315) 781-3804
Hobart and William Smith Colleges
Department of Writing and Rhetoric
Geneva, NY 14456

P116B981642 Huston-Tillotson College (TX) 1998

Supports a planning grant to develop a technology based program to assist students to learn a structured process to write research papers.

Paul Anaejionu
ppanejiou@htc.edu
512-505-3101
Huston-Tillotson College
900 Chicon Street
Austin, TX 98702

P116B980173 Illinois Institute of Technology (IL) 1998

Designs a series of web-based engineering laboratory experiments and creates standardized tools for local and remote access to IIT's undergraduate laboratories via the World Wide Web. Students will be able to perform experiments and analyze data locally in laboratories or remotely from satellite campuses, as well as from their home, workplace, or any other national site. Students will have full control over the variables measured, the quantity of data taken, and format for output of results. (end date: 8/31/01)

Michael Hites
hites@armour.iit.edu
312-567-3249
Illinois Institute of Technology
Mechanical, Materials, and Aerospace Engineering
Engineering 1 Building
10 West 32nd Street
Chicago, IL 60616-3793

P116B980458 Indiana University (IN) 1998

Creates a digital learning environment for use on the World Wide Web which provides students with visualization tools to investigate challenging problems in human pre-history. The goal is to promote instructional strategies that enable even introductory students, but also graduate students and faculty, to make sense of patterns and trends, and to construct new knowledge. The project will enhance the power of an existing Web-based instructional tool, *TimeWeb*, by creating a geographical visualization tool, *MapWeb*, which will allow students to query a complex relational database on African archaeology. (end date: 8/31/01)

Jeanne Sept
sept@indiana.edu
(812) 855-5395
Indiana University
Department of Anthropology
Student Building 130
Bloomington, IN 47405

P116B981568 James Madison University (VA) 1998

Establishing internship sites at other colleges and universities as part of a new applied Ph.D. in Assessment and Measurement. The interns and James Madison faculty will provide technical assistance to campuses around the country for the purpose of revamping assessment programs (08/30/01).

T. Dary Erwin
Erwintd@jmu.edu
(540) 568-6706
Center for Assessment and Research Studies
James Madison University
Cardinal House MSC2601
Harrisonburg, VA 22807

P116B980157 Kansas State University (KS) 1998

Creates a "Knowledge Age Enterprise" by training faculty to combine technological proficiency with curricular approaches that will enable more flexible, timely and responsive access to knowledge by the learner. The Plains Academy Partnership will develop a series of workshops that will enable faculty to become "knowledge brokers".

Mel Chastain
Chastain.ksu.edu
785-532-3112
Kansas State University
128 Bob Dole Hall
Manhattan, KS 66506-6902

P116B980335 Levine School of Music (DC) 1998

Establishes a program to train secondary teachers in the Washington, DC metropolitan area in the use of technology to enhance music instruction. Teachers are trained in the use of technology tools and equipment, and learn computer-based composition. (end date: 8/31/2001)

Steve Antosca
computerMusic@levineschool.org
(202) 686-9772, ext. 200
Levine School of Music
2801 Upton Street, NW
Washington, DC 20008

P116B981469 Maine, University of (ME) 1998

Develops the Inter-Chem-Net approach into a comprehensive national model demonstrating how chemical instruments can be made accessible and useful to students through the use of computers. The approach creates an instrumentation and software configuration for early college chemistry courses in which students are linked by computer to real instruments. The cost savings are considerable, given the high cost of spectrometers and other laboratory instruments. The model stresses mastery and discovery in its laboratory exercises.

Mitchell Bruce
mbruce@maine.maine.edu
(207) 581-1190
University of Maine
Department of Chemistry
Orono, ME 04469-5706

P116B980071 Manhattan Community College (NY) 1998

Improves students' problem-solving and technology skills in quantitative-based business courses through the adaptation of a computer animations model. The student-produced computer and calculator animations will enable students to improve analytic, communication, computer and graphing skills. (end date: 8/31/01)

Patricia Wilkinson
pbwilk@aol.com
(212) 346-8530
Borough of Manhattan Community College
199 Chambers Street
New York, NY 10007

P116B980674 Massachusetts, University of (MA) 1998

Completes the development of eight art history module on two CD-ROMs. The CD-ROMs will be used in a year-long, two-course survey of art history. The CD-ROMs encourage active learning; emphasize selective case studies on art themes and issues, not just art objects; are written by different faculty members; and cover non-Western , as well as Western, art. Rather than providing the traditional comprehensive, chronological overview, these modules teach ways of looking at and thinking about visual art and assume a cross-cultural perspective.

Laetitia La Follette
laelaf@arthist.umass.edu
(413) 545-0634
University of Massachusetts
Art History Program
Bartlett 317
Amherst, MA 01003

P116B980596 Michigan, University of (MI) 1998

Converts the well-received lessons of Business Arabic into interactive multimedia applications incorporating LIBRA. The multimedia package will be flexible enough to be used in a variety of learning situations, such as the classroom, the language lab, self study, and distance learning. It will allow students from many colleges and universities that cannot afford to offer Arabic, or business Arabic access to the language and the culture. Further, it will be an exploration of the usefulness of LIBRA for a non-European and difficult language. (end date: 8/31/01)

Raji M. Rammuny
raram@umich.edu
(734) 763-1594
University of Michigan
Department of Near Eastern Studies
Ann Arbor, MI 48109

P116B980744 Minnesota, University of (MN) 1998

Develops a program of transition-to-work for welfare recipients via the traditional baccalaureate degree which will serve as a portable, national model. Using campus and community resources, the project will create access to the BA within the constraints of the post-AFDC welfare legislation.

Terence G. Collins
tcollins@maroon.tc.umn.edu
612-625-5366
University of Minnesota
General College
128 Pleasant Street, SE
Minneapolis, MN 55455

P116B980004 National Foreign Language Center (DC) 1998

Develops Langnet, a national model for resource sharing and curricular customization across all languages. Test modules are to built in four less-commonly-taught languages (LCT's), Korean, Hausa, Swahili, and Yoruba since few colleges and universities have the resources to offer instruction in the LCT's. Modules can be used independently, or as add-ons to standard university courses. The four pilot fields will concentrate of the development of quality assurance standards, the selection of learning materials, and the development of networks which will provide information, learning opportunities, and teaching assistance to institutions or individuals on demand. (end date: 12/31/99)

richard Brecht
rbrecht@nflc.org
(202)667-8100
NFLC
1619 Massachusetts Avenue, NW
Washington, DC 20036

P116B981448 New England Conservatory (MA) 1998

Develops a new institution-wide music education curricula for all undergraduates at the Conservatory, a leading college of music where nearly 80% of all students teach after graduation but fewer than 10% participate in more education issues. The Artist/Teacher/Scholar Framework provides the basis for a program which will crate opportunities for performance majors to gain the experience they need to be effective teachers by integrating concepts of artistry and scholarship in all teaching experiences.

Larry Scripp
Lscripp@aol.com
617-262-1120 x453
New England Conservatory
290 Huntington Avenue
Boston, MA 02115

P116B981224 North Carolina, University of, Charlotte (NC) 1998

Develops a student-centered system of course evaluation based on the measurement of student learning. Teaching assessment will be based on the actual knowledge gained by the students and judged against a set of established criteria for courses in engineering and education. The purpose is to examine the effectiveness of a learning-centered teacher evaluation in relation to the more common forms of evaluation based on student feedback (end date: 8/14/01).

G.P. Mohanty
Mohanty@uncc.edu
(704) 547-4164
University of North Carolina – Charlotte
College of Engineering
Charlotte, NC 28223

P116B980915 Oregon University System (OR) 1998

Develops key elements necessary to implement the Oregon Electronic University, an experimental statewide collaboration in distance education among the postsecondary institutions in the State of Oregon. The project will establish a Web-searchable catalogue of courses and degree programs in Oregon and nearby states; develop criteria and campus agreements to share courses via a Common Course Marketplace (CCM); create a financial model formula to assign costs and revenues for the common course users; and develop criteria for designation of "host" institutions for the referral of students seeking college degrees via distance education. (end date: 9/30/01)

Holly Zanville
zanvillh@ous.edu
541-346-5726
Vice Chancellor for Academic Affairs
Oregon University System
P.O. Box 3175
Eugene, OR 97403-0175

P116B981618 Oregon State University (OR) 1998

Implements an International Environmental Science Certificate program in Spanish. Students would live in an international residence on campus, take language and environmental science courses, study abroad with classes in Spanish, and reach advanced language proficiency by the senior year. The project is designed to prepare students for "borderless careers" in the next century. (end date: 8/31/01)

Jack Van de Water
jack.vandewater@orst.edu
(541) 737-3006
Office of International Programs
Oregon State University
Corvallis, OR 97331

P116B980537 Pace University (NY) 1998

Creates several Professional Development Schools in New York City in order to improve the preparation of pre-service teachers to work in urban settings and to strengthen the practice of veteran teachers. The project will provide training for teachers to be mentors and models of good practice. Project activities include the development of case studies and workshops to improve in-service teaching. Teacher education students would serve three-year apprenticeships with mentors in the schools. (end date: 8/31/01)

Rita Silverman
rsilverman@fsmail.pace.edu
(914) 773-3879
Pace University
School of Education
1 Pace Plaza
New York, NY 10038

P116B980272 Pittsburgh, University of (PA) 1998

Introduces a workshop-style laboratory in a year-long general chemistry course. The usual graduate teaching assistant is replaced by 3 or 4 Undergraduates Teaching Undergraduates (UTUs). Each UTU is assigned to a small group of students in the lab but works with other UTUs as part of an instructional team. The collaborative approach used is expected to improve undergraduates' knowledge of chemistry and their attitudes toward doing scientific experimentation. The project builds on successful use of UTUs in recitation sections of Workshop Chemistry (NSF sponsored) where improved learning occurred for even at-risk students. (end date: 8/31/01)

Michael F. Golde
golde+@pitt.edu
(412) 624-8390
University of Pittsburgh
Department of Chemistry
Pittsburgh, PA 15260

P116B980792 Portland State University (OR) 1998

Designs courses in tribal administration and delivers them via two-way videoconferencing to Native American tribal communities. The courses will use culturally appropriate settings, such as a campus-based Longhouse, and pedagogies intended to increase participation and the likelihood of retention and graduation. Students will be able to take a concentration of undergraduate courses or a tribal administration specialty track to meet Masters of Public Administration degree requirements. The project is intended to help Tribal Nations assume fiscal control and decision-making authority over programmatic activities formerly handled by the Bureau of Indian Affairs. (end date: 9/15/01)

Theresa Julnes Rapida
theresa@upa.pdx.edu
503-725-5155
Portland State University
Division of Public Administration
P.O. Box 751
Portland, OR 97207-0751

P116B981383 The Posse Foundation (NY) 1998

Expands its successful college placement, retention and completion program for "non-traditional" students. The Foundation recruits and trains small, culturally diverse groups of urban students and places them, as a group, at selective colleges and universities. The groups, who might not otherwise have had the chance at a college education, act as a model of diversity and agents of social change on campus.

Robbie Oxnard
PosseNY@aol.com
212-571-2087
The Posse Foundation, Inc.
14 Wall Street, 7th Floor
New York, NY 10005

P116B980100 Public Broadcasting Service, Adult Learning Services (VA) 1998

Creates ACCESS, an interactive web-based decision-making and advising system that will provide students comprehensive information about colleges, distance learning programs, and curricula and help them navigate the increasingly competitive postsecondary distance learning marketplace. The ACCESS project will offer students a suite of services designed to help them explore and define their academic and career options and then help them to identify and select appropriate colleges and distance learning programs. ACCESS will be piloted at as many as four universities and thirteen community colleges during the period of the grant., focusing initially on the transition of two-year college students into four year degree programs, but gradually expanding in size and scope. (end date: 8/31/01)

Will Philipp
wphilipp@pbs.org
703-739-5363
PBS Adult Learning Service
1320 Braddock Place
Alexandria, VA 22314

P116B981271 Puerto Rico, University of, Río Piedras (PR) 1998

Develops and makes available on the World Wide Web computer modules in Spanish for introductory chemistry courses. The project fills a need to support Spanish-speaking students who often rely on instructional materials for chemistry written in English. The modules will be supported by an intelligent tutoring system and will incorporate a significant number of problems requiring higher order thinking skills. (end date: 8/31/01)

Noel Motta
nmotta@upracd.upr.clu.edu
(787) 764-0000, Ext. 2409
University of Puerto Rico, Río Piedras Campus
Calle El Álamo #119
Parkville Terrace
Guaynabo, PR 00969

P116B980086 Rhode Island, University of (RI) 1998

Expands the International Engineering Program to focus on the international opportunities in Latin America. Like its very successful German counterpart, students will earn double degrees in Engineering and in Spanish and they will particiapte in internships in Latin America and some may study one or two semesters abroad. An additional goal of this project is to draw students from Rhode Island's large Spanish- and Portuguese-speaking communities into the program, building on the students' home language skills. Outreach and support activities with local high schools will help prepare students to enroll and succeed in the program. (end date: 8/31/01)

Robert C. Manteiga
robert@uriacc.uri.edu
(401) 874-4701
University of Rhode Island
Department of Languages
60 Upper College Road
Kingston, RI 02881

P116B980382 Rutgers, The State University of New Jersey (NJ) 1998

Establishes the Direct Path program which will use distance learning courses to facilitate transfer of community college students to four-year institutions and their completion of the baccalaureate degree. Rutgers-Camden will lead a consortium of New Jersey colleges in creating an integrated curriculum and in using interactive TV to bring community college and four-year college students together in selected general studies courses and foundation courses in the major. The goal is to organize electronic learning communities which establish early ties for community college students with a four-year college and offer the support needed to preserve the students' long-term educational goals. (end date: 8/31/01)

Nancy H. Omaha Boy
omaha@crab.rutgers.edu
(609) 225-6356
Rutgers University-Camden
Teaching Excellence Center
406 Penn Street
Camden, NJ 08102

P116B980556 Sacred Heart, University of the (PR) 1998

Develops and implements a service learning component in the fourth-year curriculum for 27 majors. The project would focus on the integration of theory and practice and on the application of technical and social skills for students entering the workplace. The faculty will use service learning as a new method to change a traditional lecture-based curriculum with the revision and inclusion of society-based service projects. Faculty training and curriculum revision activities will include faculty, administrators, students, and community resource persons. (End date: 9/30/01)

Awilda Beauchamps
(787) 728-1515, ext. 1200
University of the Sacred Heart
PO Box 12383
San Juan, PR 00914-0385

P116B980693 Saint Anselm College (NH) 1998

Establishes the Undergraduate Research Scholar Program to ensure that students at small liberal arts colleges gain successful admission to graduate school. The program will include hands-on learning, interinstitutional mentoring relationships, and will contribute to higher levels of scholarship.

Kathleen A. Flannery
Kflanner@anselm.edu
603-641-7254
St. Anselm College
100 St. Anselm Drive
Manchester, NH 03102

P116B981262 San Jose State University (CA) 1998

Creates a partnership of seven departments at the university to work with Silicon Valley high-tech corporations in developing a four-year degree in environmental health and safety responsive to industry needs. Industrial partners are eager to collaborate because no four-year degree in this field exists. As a consequence, firms have been forced to hire Master's level students from a very small pool of candidates.

Melanie McNeil
mmcneil@email.sjsu.edu
(408) 924-3873
San Jose State University
Department of Chemical Engineering
One Washington Square
San Jose CA 95192-0082

P116B981034 South Carolina Commission on Higher Education (SC) 1998

Documents and evaluates the effects of performance-based funding on the public colleges and universities and their students in South Carolina. The project will also evaluate a model for documentation and assessment which other states may use.

Michael Smith
msmith@che400.state.sc.us
803-737-2297
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

P116B980492 Southern California, University (CA) 1998

Creates an on-line clearinghouse of information needed for improved health, safety, and risk management for students in study abroad programs. Some of the resources for the project are drawn from a consortium of study abroad programming institutions and major professional associations concerned with international travel and student services administration. The project provides an electronic mail group, an on-line journal about health and safety in study abroad, bibliographies, and hypertext linkages to pertinent websites. (end date: 8/31/01)

Gary Rhodes and William Rideout, Jr.
grhodes@usc.edu
(213) 740-7933
University of Southern California
School of Education, WPH-904D
3470 Trousdale Parkway
Los Angeles, CA 90089-0031

P116B981022 Southern University (LA) 1998

Develops an integrated professional experience component in the School of Architecture curriculum, including a series of courses emphasizing professional practice and a series of summer field-based internships. The goals of the project are to improve students' preparation for the professional workplace and to increase the number of Blacks who achieve professional licensure in architecture. (end date: 8/31/01)

Frank Bosworth
drboz@earthlink.net
504-771-3015
Southern University
School of Architecture
P.O. Box 11947
Baton Rouge, LA 70813

P116B980359 Southwest Texas State University (TX) 1998

Develops a series of nine teacher-training workshops on geography, delivered through interactive videoconferencing and the Internet. High school teachers, especially those in rural areas, will be trained in geography content that can be applied to teaching ninth and tenth grade disadvantaged students. Teachers will also receive training in the use of technology to enhance instruction. The final part of the project focusses on a study of the comparative effectiveness of the delivery systems. (end date: 8/31/01)

Susan W. Hardwick
shl9@swt.edu
(512) 245-1724
Southwest Texas State University
Geography and Planning
601 University Dr.
San Marcos, TX 78666

P116B980874 St. Philip's College (TX) 1998

Proposes to link developmental education to vocational/business mentoring and provides welfare recipients with basic developmental skills within a shorter time frame. Students with developmental prerequisites will be able to pass the state standardized test for entry into credit courses after completing a 21 week course supplemented with tutoring and mentoring by business leaders, faculty, and students. (end date: 8/31/99)

Rhonda H. Rapp
RRAPP@ACCD.DVM
(210) 531-4845
St. Philip's College
1801 Martin Luther King Drive
San Antonio, TX 78203-2098

P116B980588 SUNY/Binghamton University (NY) 1998

Develops an integrating capstone course in general education in which 100 students, in teams of ten, are guided by six faculty and staff to investigate and propose solutions to widespread social problems. The new teaching model will provide undergraduates with a deeper understanding of the nature, purpose, and application of their general education courses. (end date: 8/31/2001)

Albert Tricomi
atricomi@binghamton.edu
(607) 777- 2143
Binghamton University
P.O. Box 6000
AD-709
Binghamton, NY 13902-6000

P116B980062 Suomi College (MI) 1998

Adapts proven Finnish educational technologies to the U.S. through business-based Finnish design curricula. The four-year degree will stress product design, yet also equip graduates with the business skills they need to run their own design firm. Because design professionals are scarce in rural areas, this model, which has worked effectively in Finland, can help boost economic development in rural areas of the U.S. Existing courses will be modified and other courses developed to achieve the dual focus of design and business.

Ronald A. Sekulski
design@suomi.edu
(906) 487-7241
Suomi College
601 Quincy Street
Hancock, MI 49740

P116B980621 Tidewater Community College (VA) 1998

Aligns writing instruction methods and standards at a feeder high school with those now in effect at the community college, in order to reduce the need for remediation once students begin college. A multi-fold approach will be developed to incorporate increased communication about writing standards among high school teachers, high school students, and college instructors. The projects main objectives are (1) develop and disseminate a model for staff development in writing instruction; (2) improve student writing and increase the number of students competent to take college composition; and (3) validate a multiple measures writing placement procedure. Faculty workshops and a new high school writing center, both collaborative projects of the two institutions, will strengthen writing instruction at the secondary level (end date 06/01/01).

Ann Woolford-Singh & Chris Jennings
Tcwoola@tc.cc.va.us
tcjennc@tc.cc.va.us
(757) 321-7248
Tidewater Community College
1700 College Crescent
Virginia Beach, VA 23456

P116B981264 Utah State University (UT) 1998

Develops a "hybrid CD-ROM template with Internet technologies to be used to help students apply what they have learned in distance education". The template could be used for any content or subject area. The first content area will focus on children up to five years of age with disabilities. The project technology will be used to create learning communities of students as they participate in applied simulations. (end date: 9/30/01)

Cyndi Rowland
cyndi@cpd2.usu.edu
(435) 797-3381
Utah State University
Center for Persons with Disablities
6801 University Blvd.
Logan, UT 84322-6801

P116B980462 Washington State University (WA) 1998

Develops a computerized lab that teaches students of audiology and other speech and hearing sciences to understand and use electronic instrumentation important in their disciplines. The project makes instruction cost-effective in that expensive equipment is simulated, relieving institutions of having to equip their labs with the latest in the ever-changing technology in these fields. As an approach to teaching complex technology via simulation, the project offers a model which promises to go beyond the speech and hearing sciences. (end date: 8/31/01)

Nancy Vaughan and J. Anthony Seikel
nvaughan@wsu.edu
(509) 358-7587
Washington State University
201 Daggy Hall
Pullman, WA 99164-2420

P116B980227 Wisconsin, University of, Green Bay (WI) 1998

Develops an on-site Early Childhood Teacher Education program in partnership with the public school district and several area child care programs. Program competencies will be matched with PK-12 school and community needs in a collaboratively-supported, community-based child development center. Pre-service teachers will learn on-site over the course of two semesters and two summers. (end date: 8/31/2001)

Patricia Ragan
raganp@uwgb.edu
(920) 465-2137
Department of Education
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

P116B980930 Wisconsin, University of, Madison (WI) 1998

Develops intermediate- and advanced-level multimedia curricula (Computer/CD-ROM) to teach Yoruba, a "less commonly taught language" spoken in Nigeria, Benin and Togo. This project builds upon the successful development of a CD-ROM to teach first year and integrates the use of new technologies (World Wide Web, Computers, CD-ROM) with innovative pedagogical practices to help teach students of less commonly taught languages. The project offers a replicable model for use of multimedia technology to provide language instruction in other less commonly taugh languages (end date 08/31/01).

Antonia Florain Schleicher
Ayschlei@facstaff.wisc.edu
(608) 265-2487
University of Wisconsin - Madison
Department of African Languages and Literature
1414 Van Hise Hall, 1220 Linden Drive
Madison, WI 53706

P116B981275 Women in Engineering Program (WEPAN) (CA) 1998

Develops a national electronic mentoring network, directed primarily at women, in engineering, science, and mathematics. The project, which builds on successful regional models, will link students with mentors in industry. Mentors will offer advice, via e-mail and related network-based technologies, to help female undergraduates thrive in traditionally male dominated programs. The goal is to improve the retention of women in these fields and to facilitate their preparation for the workplace. (end date: 8/31/99)

Carol B. Muller
cbmuller@email.sjsu.edu
(408) 924-4070
MentorNet/WEPAN
College of Engineering
San Jose State University
One Washington Square
San Jose, CA 95192-0080

1998 European Community/United States Joint Consortia Projects

P116J980001 User Response to Innovative Transportation and Information Technology

U.S. Lead School: Massachusetts Institute of Technology
EU Lead School: University of the Aegean, Greece

In recent years, one of the hottest topics in transportation studies has been understanding and modeling the behavior of people who use innovative transportation and information technologies. Intelligent Transportation Systems (ITS) is the umbrella term for such technologies, which encompass applications such as Advanced Traveler Information Systems, Advanced Traffic Control Systems, Advanced Public Information Systems, Electronic Fare Collection, Electronic Data Interchange applications, and integrated logistics systems in freight movement. Wide applications of ITS technologies can be found in the United States and in the European Community, but such applications have been the result of independent research and technological development in the country where the application is put to use. This project will develop intensive summer seminars to be held at the Massachusetts Institute of Technology and the University of the Aegean to help students and faculty understand and model the behavior of people who use these innovative transportation and information technology systems. The purpose of the seminars is to develop a global approach to the education, research, and development of intelligent transportation systems.

U.S. Contact:
Moshe Ben-Akiva
Civil and Environmental Engineering
Massachusetts Institute of Technology
617-253-5324
mba@mit.edu

EU Contact:
Nicoaos Litinas
Business Administration
University of the Aegean
30 271 43686
Nlit@aegean.gr

U.S Partner Institutions
North Carolina A&T, NC
Northwestern University, IL

EU Partner Institutions
Delft University of Technology, NL
University of Naples, IT

P116J980010 Building an International Network to Enhance Work-Based Learning for Technical and Skilled Workers

U.S. Lead School: Austin Community College
EU Lead School: Handwerkskammer-Koblenz

This planning project will develop a project among community colleges in the United States, training institutions in Europe, and semiconductor manufacturing industries to produce an integrated curriculum to train qualified technicians and skilled workers. The goal is to draw on a mixture of best practices in apprenticeship training in Europe and successful classroom-based education in the United States. Successful European training has generally been based on hands on apprenticeship learning. The best classroom-based curriculum in the United States is currently used by over 50 community colleges and was developed in collaboration with SEMATECH, a consortium of the largest semiconductor companies. The plan is to develop an international network where U.S. and European students have the opportunity to learn overseas in a mixture of the best classroom practices and work-based learning environments.

U.S. Contact:
Frank Shorn
Center for International Programs
Austin Community College
512-223-7819
fschorn@austin.cc.tx.us

EU Contact:
Bernard Eckgold
Handwerkskammer Koblenz
49-261-3-98-2-24
ausbild@hwk-koblenz.de

U.S Partner Institutions
Tarrant County Community College, TX
Southern Maine Technical Institute, ME
Maricopa County Community Coll. District, AZ

EU Partner Institutions
Koning Willem I College, NL
Chamber of Industry & Commerce-Dresden, D
Hogeschool-Holland, NL

P116J98014 The Transatlantic Business School Alliance

U.S. Lead School: East Tennessee State University
EU Lead School: Hochschule Bremen

The Transatlantic Business School Alliance is a consortium of seven institutions of higher education whose mission is to develop a common, international business school curriculum with help from the business school accrediting association, AASCB- the International Association for Management Education. The goal of the alliance is to develop a robust curricular model that can be replicated by colleges and schools of business throughout the USA and in countries of Europe. The model will target regional universities in the United States and colleges and universities in Europe which concentrate on applied business studies. The new curriculum will offer students from these types of institutions the opportunity to obtain dual degrees from U.S. institutions and European member institutions.

U.S. Contact:
Jon Smith
College of Business
East Tennessee State University
423-439-5789
smitj101@etsu.edu

EU Contact:
Reinhold Roth
International Business Program
Hochschul Bremen
49-421-5905-140
www.petrarutz@hotmail.com

U.S Partner Institutions
University of Missouri-Kansas City, MO
University of North Carolina-Wilmington, NC

EU Partner Institutions
CESEM Mediterranee, F
University of Westminster, UK
University of Valencia, ES

P116J980015 Earth Imaging Techniques and Their Applications

U.S. Lead School: Purdue University
EU Lead School: Ecole Nationale Supérieure des Mines de Paris (ARMINES)

After about 30 years of existence, Earth imaging has become a mature technology and applied science. Pioneering scientific groups on both sides of the Atlantic are now deeply involved in technology transfer and teaching programs but their knowledge cultures have often developed in parallel with little communication between one another. In this project five leading European and U.S. institutions, along with industry partners, will develop a convergent curriculum for students in the field of Earth imaging. The participating institutions are committed to work towards mutual science and engineering degree recognition. The project also includes language and socio-cultural awareness training. Internet collaborative technologies will be exploited throughout the project to extend the educational experience beyond the actual period of study abroad.

U.S. Contact:
Guofan Shao
Purdue University
Department of Forestry and Natural Resources
765 494-3630
gshao@fnr.purdue.edu

EU Contact:
Jean-Marie Monget
ARMINES
Centre d'Informatique Géologique
33-4-93-95-75-13
monget@cig.ensmp.fr

U.S. Partner Institutions
West Virginia University, WV
Carr Astonautics Corp., DC

EU Partner Institutions
Demokritus University of Thrace, GR
Institut National Agronomique de Paris-Spatiale, F
Editions de la Boyère, F

P116J980016 Consortium for Translatlantic Cooperation in Marine Policy and Coastal Management Education

U.S. Lead School: University of Delaware
EU Lead School: Universidad de Sevilla

This project is focussed on marine policy and coastal management education. Proposed activities will facilitate the exchange of knowledge between partners regarding national fisheries management and ocean and coastal management issues by establishing a series of post-graduate level cooperative linkages. The educational partners in this consortium will develop a new framework for teaching integrated coastal management studies, implement new teaching strategies and materials for use in course modules on fisheries issues, and initiate new opportunities for international internships. The project will be evaluated for effective learning outcomes, especially the methodology for teaching the course modules via distance technology.

U.S. Contact:
Biliana Cicin-Sain
Center for the Study of Marine Policy
University of Delaware
302-831-8086
bcs@udel.edu

EU Contact:
Juan Luis Suarez de Vivero
Universidad de Sevilla
34-5-455-1366
Vivero@Sevax4.us.es

U.S. Partner Institutions
University of Massachusetts, Boston, MA
University of Miami, FL
Center for Marine Conservation, DC
Nat. Oceanic and Atmospheric Admin., MD
International Union for the Conservation of Nature, Washington, DC

EU Partner Institutions
University of Wales, UK
University of Genoa, IT
UNESCO (IOC), F
Elsevier Science Publishers, UK

P116J980022 Developing Fast Track Articulation Between Vocational and Higher Education Programs

U.S. Lead School: Harold Washington College-City Colleges of Chicago
EU Lead School: Handsworth College

This project seeks to improve learning opportunities and access to higher education for students in vocational education programs, especially students with disadvantaged backgrounds coming from metropolitan communities in the United States, the United Kingdom, Denmark, and Finland. At the heart of the project is curriculum development aimed at establishing articulation between vocational programs, with somewhat different emphases, offered in the U.S. and in the participating European countries. An important goal of the project is to develop a framework for benchmarking levels and standards of the two different systems of vocational preparation. Work on curriculum development and the evaluation framework is designed to accelerate progression of vocational students into higher education.

U.S. Contact:
John W. Wozniak
Harold Washington College
International and Non-Traditional Programs
312-553-5834
jwozniak@ccc.edu

EU Contact:
Chris Webb
Handsworth College
Office of the Chief Executive
01-21-25-61-201
chris@handsceo.demon.co.uk

U.S. Partner Institutions
Dekalb College, GA
San Diego City College, CA

EU Partner Institutions
Clarendon College, UK
East Birmingham College, UK
Niels Brock International Copenhagen Business College, DK
South-Carelia Polytechnic, FI
Newham College of Further Education, UK

P116J980024 Comparative Regional Policy and Development in the Era of Territorial Integration

U.S. Lead School: University of North Carolina
EU Lead School: Vienna University of Economics and Business Administration

Regional development has become a primary concern to many disciplines and professions, raising important questions on both sides of the Atlantic as to which issues are central and how students should be exposed to the best curricular approaches at European and U.S. institutions. This project establishes a joint, year-long program of study in comparative U.S.-E.C. regional development policy for undergraduate and graduate students. The proposed Core Certificate Module draws upon direct exchange, on-site courses, specialized seminars, case study projects, distance learning courses, and internship-work opportunities to provide a unique curriculum for content-and cost-effective comparative learning experiences.

U.S. Contact:
Harvey A. Goldstein
Department of City and Regional Planning
University of North Carolina
919-962-4767
hgold@email.unc.edu

EU Contact:
Edward M. Bergman
Institute for Urban and Regional Studies
Vienna University of Economics and Business Administration
43-1-31-336-4777
iir@wu-wien.ac.at

U.S Partner Institutions
Carnegie Mellon University, PA
University of Illinois at Urbana Champaign, IL

EU Partner Institutions
Rijksuniversiteit Groningen, NL
Humboldt University – Berlin, D

P116J980034 Scholar and Multimedia Exchanges in Environmental/Water Resources Engineering and Sciences

U.S. Lead School: Purdue University
EU Lead School: Vrije Universiteit Brussel

On both sides of the Atlantic the problems of controlling the quality of the environment are paramount. Current scientific and societal interests in the environment, in the future of water resources in particular, and recent developments in the U.S. and the E.C. in environmental engineering present unique challenges in educating students on both continents. The proposed student exchange program will make it possible for students to participate in the most recent advances in environmental/water resources engineering and science. The program seeks to develop transatlantic student mobility in this field through courses with full academic recognition, research internships, and practical training and placement in industry. The program will prepare competent individuals to design, operate, maintain, and rehabilitate the needed environmental infrastructure for the foreseeable future.

U.S. Contact:
Jacques W. Delleur
Purdue University
Environmental & Hydraulic Engineering
765-494-2172
delleur@ecn.purdue.edu

Ernest Blatchley III
Purdue University
Environmental & Hydraulic Engineering
765-494-0316
blatch@ecn.purdue.edu

EU Contact:
André Van der Beken
Vrije Universiteit Brussel
Faculty of Applied Science
32-2-629-3021
avdbeken@vub.ac.be

U.S. Partner Institutions
University of Illinois
at Urbana-Champaign, IL
University of Iowa, IA
University of Minnesota, MN

EU Partner Institutions
Technical University Denmark, DK
Aristotle University of Thessaloniki, GR
University College London, UK
University of Lancaster, UK
Suez-Lyonnaise des Eaux, F

P116J980038 Transatlantic Academic Student Internship Program

U. S. Lead School: Oregon State University
EU Lead School: Universite Claude Bernard Lyon 1

The activities of the consortium will focus on American and European students in the general area of Business Administration and Economics who pursue coursework relevant to the issues of managing a small or medium-sized business in an international environment. Graduate students will participate in internships. Advanced undergraduates will pursue coursework and participate in an international internship. The typical duration of a transatlantic stay will be one year.

U.S. Contact:
Joachim Bald
Oregon State University
541-737-1814
Joachim.Bald@orst.edu

EU Contact:
Bernd Hofmann
Universite Claude Bernard Lyon 1
0033-4-72-69-21-66

U.S. Partner Institutions
St. John's University, NY
Black Hawk College, IL

EU Partner Institutions
Instituto Superior de Gestao, P
Noordelijke Hoogeschool Leeuwarden, NL
Hochschule Wismar, D

P116J980039 International Master of Science in Aerospace Engineering

U.S. Lead School: University of Colorado
EU Lead School: University of Glasgow

A consortium of eight universities will develop and implement an international graduate degree program consisting of course modules and directed research to train effective leaders in aerospace development. The purpose of the masters degree is to develop the professional capabilities of engineers for employment in the international aerospace industry and to enhance their understanding of the operation of global markets. The course content will be developed in year one. Students will begin the degree program in year two. It is expected that a typical overseas study period will be four months or more. The first degrees will be conferred at the end of year three.

U.S. Contact:
Michael Horner
Department of Aerospace Engineering Sciences
University of Colorado
303-492-3607
hornerm@spot.colorado.edu

EU Contact:
Ladislav Smrcek
University of Glasgow
44-141-330-5042
ladislav@aero.gla.ac.uk

U.S. Partner Institutions
Univ. of Colorado, Colorado Springs, CO
North Carolina State Univ., Raleigh, NC
Stanford University, CA

EU Partner Institutions
Technische Universitat, Munich, D
Politecnico di Torino, IT
Politecnico di Milano, IT
Universidada da Beira Interior, P

P116J980041 International Architectural Educational Exchange

U.S. Lead School: Georgia Institute of Technology
EU Lead School: Ecole d'Architecture Paris La Villette

With an increasingly global economy and rapidly growing urban communities, the question of sustainability becomes a matter of international importance. Design professionals, architects in particular, traditionally operating at a local level, are being called to practice at a global level.
This consortium investigates strategies for building sustainable environments within the context of international practice, meeting a growing demand in academia and in the profession for international inquiries into sustainable urban architecture. It also meets an increasing need for cooperation and student exchange between U.S. and European professional-degree programs in architecture.

U.S. Contact:
Thomas Galloway, Dean
Georgia Institute of Technology
College of Architecture
404-894-3880 or 894-3633
Thomas.galloway@arch.gatech.edu

Dominique Bonnamour-Lloyd
Georgia Institute of Technology
College of Architecture
404-894-0467
dominique.bonnamour-lloyd@arch.gatech.edu

EU Contact:
Gerard Cattalano
Ecole d'Architecture Paris La Villette
33-14-46-52-300
Directeur@paris-Lavillette.archi.fr

U.S. Partner Institutions
Catholic University of American, DC
California State Polytechnic Univ., CA

EU Partner Institutions
Escuela Técnica Superior de Arquitectura de Barcelona, ES
Innsbruck Universität Institut für Hochbaus Entwurfen, AU

P116J980066 INUNED: Bridging the Gap in Undergraduate Education

U.S. Lead School: Orange Coast College
EU Lead School: Escola Tecnica Professional del Clot

The consortium will develop and implement a model for an International Undergraduate Certificate in the areas of Semiconductor Technology, Computer Systems Technology, Heating, Ventilation, and Air Conditioning, and Hotel Management. The certificate will consist of courses and international work placements. The certificate will offer a cost-effective educational opportunity that will allow students to enter the workforce in a timely manner or pursue a four-year degree or its EC equivalent.

U.S. Contact:
Marius Cucurny
Orange Coast College, CA
714-432-5047
mcucurny@cccd.edu

EU Contact:
Eduard Pujol-Xicoy
Escola Tecnica del Clot, ES
34-93-351-60-11
etpclot@teleline.es

U.S. Partner Institutions
Texas State Technical College, TX
Rockwell Industries, CA
Texas Instruments Inc., TX
P.M. Realty Group, CA

EU Partner Institutions
Institut Politecnic Sant Ignasi, ES
Lycee Sainte Famille, F
Lycee Sainte Anne, F
Grimsby College, UK
Escola Bento de Jesus Caraca, P
Vocational Education Association, IC
Institut Catala Detecnologia, ES

Controlling the Cost of Postsecondary Education Program--1998

P116R980004 Indiana University (IN) 1998

Develops a Web-based, remedial music fundamentals course that is both individualized and interactive. The course will permit concentration of faculty resources on non-remedial courses and employment of fewer graduate assistants in the remedial courses. (end date: 8/31/2000)

Eric J. Isaacson
isaacso@indiana.edu
(812) 855-0296
School of Music
Indiana University
Bloomington, IN 47405

P116R980017 Nova Southeastern University (FL) 1998

Develops a three-year baccalaureate program for Nova students capable of advanced independent learning. The program will focus on learning outcomes rather than seat time, innovative pedagogies and ongoing assessment. The primary vehicle for reducing students' time to degree will be through demonstration of proficiencies resulting in credit hour awards in the area of general education. (end date: 8/31/2000)

Elizabeth Mc Daniel
(954) 262-7055
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

P116R980038 Massachusetts, University of, Amherst (MA) 1998

Expands the use of an innovative electronic homework system as a replacement for recitation sections in large-enrollment classes. Initially tested in chemistry, the system will be pioneered in three other departments and at two additional institutions, Tuskegee and the University of Massachusetts at Dartmouth. (end date: 8/31/2000)

Beverly Woolf
bev@cs.umass.edu
(413) 545-4265
Computer Science Department, LGRC
University of Massachusetts
Amherst, MA 01003-4610

P116R980056 Dickinson College (PA) 1998

Explores the creation of a joint entity to run the business functions of three independent colleges in Central Pennsylvania: Dickinson, Gettysburg, and Franklin & Marshall Colleges. Support will enable the colleges to analyze business functions which might be centralized and implement cost-saving measures in a variety of functions ranging from purchasing to payroll to computer technology. (end date: 8/31/2000)

A. Lee Fritschler
Fritschl@dickinson.edu
(717) 245-1322
Dickinson College
P.O. Box 1773
Carlisle, PA 17013

P116R980067 Colorado, University of, Denver (CO) 1998

Develops an on-line student support services system and teaching teams to increase enrollments and improve the quality of on-line courses. The project will also develop protocols that will allow all campuses in the Colorado University system to share on-line courses and revenues. (end date: 8/31/2000)

Marvin Loflin
mdloflin@carbon.cudenver.edu
(303) 556-2557
Campus Box 144; P.O. Box 173364
University of Colorado at Denver
Denver, CO 80217-3364

P116R980085 Colorado State University (CO) 1998

Disseminates Colorado State's Small-Scale Chemistry program to several community colleges. The project will develop print, video, and Internet materials to support community college adaptations of the program, and will compare direct and indirect costs of small-scale laboratories with traditional chemistry labs. (end date: 8/31/2000)

Stephen Thompson
sthompson@CSMATE.colostate.edu
(970) 491-1700
CSMATE, B301 NESB
Colorado State University
Ft. Collins, CO 80523-1802

P116R980092 Roane State Community College (TN) 1998

Develops a course management scheduling system with two primary purposes: to assist students n the timely completion of degree programs, and to help the institution manage scheduling problems involved in a multi-campus operation utilizing several modes of delivery. The scheduling system will enable the college to plan course offerings 2-4 years in advance. (end date: 8/31/2000)

Amy Keeling
Keeling_a@al.rscc.cc.tn.us
(423) 882-4597
Roane State Community College
276 Patton Lane
Harriman, TN 37748

P116R980094 Western Interstate Commission for Higher Education (CO) 1998

Examines whether the postsecondary community is achieving cost reductions from recent investments in education technology. Cost finding principles developed by the National Center for Higher Education Management Systems (NCHEMS) will be expanded to cover technology costing measures and a costing methodology for technology will be tested in at least two states. (end date: 8/31/2000)

Russell Poulin
RussPoulin@wiche.edu
(303) 541-0305
Western Cooperative for Education Telecommunications
P.O. Box 9752
Boulder, CO 80301-9752

P116R980096 Santa Barbara City College (CA) 1998

Develops an on-line course design and delivery system intended to lessen the time needed to develop courses for the Internet. The new software will enable development of on-lin courses by less technologically-oriented faculty, with less assistance from campus technology experts. Costs will be compared to the costs of developing such courses with current software. (end date: 8/31/2000)

Jack Friedlander
friedlan@sbcc.net
(805) 965-0581, ext. 2540
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

1998 Disseminating Proven Reforms

P116P980001 Johns Hopkins University (MD) 1998

Sites: Johns Hopkins University (MD)
Catholic University of America (DC)
Georgetown University (DC)
University of Maryland, College Park (MD)

Creates a specialized WWW database of FIPSE project descriptions to provide easier access to FIPSE project information for interested higher education reformers. The project also tests a model of dissemination in which adapting sites select innovations and initiate implementation with original developers in order to increase opportunities for adapting institutions nationwide to apply for a dissemination grant. The model focuses on selected foreign language software developed under previous FIPSE grants.

Xueying Wang
xwang@jhu.edu
(410) 516-5149
Johns Hopkins University
Language Laboratory
511 Krieger Hall
3400 N. Charles Street
Baltimore, MD 21218

P116P980003 University of Oregon (OR) 1998

Sites: CUNY/Hunter College (NY)
California Polytechnic State University (CA)
University of Massachusetts Dartmouth (MA)
U.S. Naval Academy (MD)
Pacific University (OR)
Salt Lake Community College (UT)

Disseminates RealTime Physics labs and Interactive Lecture Demonstrations for use in introductory physics courses. Laboratory costs are reduced and student interactions are individualized as students conduct real experiments on the computer. Originally based on Workshop Physics, this effort has recently taken more of a studio approach.

David M. Sokoloff
sokoloff@oregon.uoregon.edu
(541) 346-4755
University of Oregon
Department of Physics
1274 University of Oregon
Eugene, OR 97403-1274

P116P980009 University of Rhode Island (RI) 1998

Sites: Not Limited

Establishes a national resource center on issues related to the education of engineers for a global workplace. Based on its ten-year-old International Engineering Program, this project would capitalize on the university's experience with the development of internships and academic exchange partnerships abroad as well as techniques for program and curricular development at home. The center will collect and disseminate the work of other institutions on this topic.

John M. Grandin
grandin@uriacc.uri.edu
(401) 874-5911
University of Rhode Island
International Engineering Program
Department of Languages
Kingston, RI 02881

P116P980011 Texas A&M University (TX) 1998

Sites: Texas A&M University at Commerce (TX)
Texas A&M University at Tarleton (TX)
Sam Houston State University (TX)
Stephen F. Austin State University (TX)

Disseminates an integrated engineering science core curriculum for sophomores interested in an Engineering/Physics degree. The original curriculum was developed under a 1991 NSF grant. The program connects real-world engineering problems and has collected evaluation data showing statistically significant student improvements in understanding engineering fundamentals. The curriculum will be disseminated to feeder regional campuses of the university.

Louis J. Everett
LEVERETT@tamu.edu
(409) 845-9591
Texas A&M University
207 Engineering/Physics Bldg.
Mail Stop 3123
College Station, TX 77843-1323

P116P980013 Southwest Texas State University (TX) 1998

Sites: San Angelo State University (TX)
Sam Houston State University (TX)
University of Texas at San Antonio (TX)
East Central State University (OK)
Northern Arizona University (AZ)

Disseminates an interdisciplinary regional studies program originally funded in 1993 through a joint FIPSE/NSF/NEH grant. The project integrates science and the humanities to build intercultural knowledge through a Southwestern studies minor. Participating institutions will develop new regional studies centers and learn new ways of teaching through regional studies programs.

Mark B. Busby
mb13@swt.edu
(512) 245-2232
Southwest Texas State University
Center for the Study of the Southwest
601 University Drive
San Marcos, TX 78666

P116P980027 Bonner Foundation (NJ) 1998

Sites: Allegheny College (PA)
Centre College (KY)
Warren Wilson College (NC)
Bluefield State College (WV)
Southwest Virginia Community College (VA)
La Grange College (GA)

Disseminates to campuses a four-year community service scholarship program, providing students financial assistance so that they gain access to higher education as well as an opportunity to serve their community. The program helps participating institutions become more fully engaged with their communities, trains a core group of students to become leaders in the program, and creates graduates likely to become active and knowledgeable participants in society.

Robert Hackett
RHackett@Bonner.org
(512) 245-2232
Bonner Foundation
10 Mercer Street
Princeton, NJ 08540

P116P980031 Allegheny University of the Health Sciences (PA) 1998

Sites: University of Kentucky (KY)
Case Western University (OH)
Louisiana State University (LA)

Disseminates a model for integrating a women's health education program into the medical curriculum. The grantee will mentor and advise adapting institutions to perform a needs assessment for students and faculty, develop and implement methods to enhance the visibility of women's health curriculum, implement an action plan to foster curricular change, and review and modify existing curricula to include women's health issues.

Ana F. Nuñez
nuneza@auhs.edu
(215) 991-8450
Allegheny University of the Health Sciences
Hahnemann School of Medicine
2900 Queen Lane
Philadelphia, PA 19129

Lucia Beck Weiss
weissl@auhs.edu
(215) 991-8452
Allegheny University of the Health Sciences
Hahnemann School of Medicine
2900 Queen Lane
Philadelphia, PA 19129

P116P980032 Eastern College (PA) 1998

Sites: Covenant College (GA)
Northwestern College (IA)
Nyack College (NY)
University of Sioux Falls (SD)
Roberts Wesleyan College (NY)

Adapts Eastern's innovative three-credit freshman-year course "Living and Learning in Community" to five other institutions which are members of the Christian College Coalition. The course incorporates an academic advising system, identification and intervention with at-risk students, a service-learning requirement, holistic development and active learning.

Laurie A. Schreiner
lschrein@dpnet.net
(302) 376-0555
Eastern College
Department of Psychology
1300 Eagle Road
St. Davids, PA 19087

P116P980035 Tidewater Community College (VA) 1998

Sites: Blue Ridge Community College (VA)
Colorado Mountain College (CO)
Colorado Northwestern Community College (CO)
Forsyth Technical Community College (NC)
Thomas Nelson Community College (VA)

Disseminates an internationalization program to five community colleges. The program includes summer seminars for faculty, faculty development activities abroad and at home, visiting speakers, intensive summer language training, and short-term study-abroad opportunities for students. The program is intended to double the number of students exposed to internationalized course content.

Barbara Johnson
tcjohnb@tc.cc.va.us
(757) 822-2408
Tidewater Community College
7000 College Drive
Portsmouth, VA 23703

P116P980040 Utah Valley State College (UT) 1998

Sites: University of Utah (UT)
Rochester Institute of Technology (NY)
Loyola University of Chicago (IL)
Chaffey College (CA)

Adapts Utah Valley's "Ethics Across the Curriculum" program, which focuses on ethics education in the disciplines and the professions. The purpose of the program is to teach faculty and students to recognize and resolve ethical issues within their disciplines. The program includes a seminar with a scholar of national reputation, monthly meetings with scholars in ethics and the professions, the creation of case studies by faculty, workshops in individual disciplines, and the creation of an ethics resource center for faculty and students.

Elaine E. Englehardt
englehel@uvsc.edu
(801) 222-8129
Utah Valley State College
Office of Academic Affairs
800 West 1200 South
Orem, UT 84058

P116P980044 Portland State University (OR) 1998

Sites: Eastern New Mexico University (NM)
University of Oregon (OR)
Weber State University (VT)
Western Washington University (WA)
Xavier University (LA)

Disseminates to five institutions a process of faculty development in technology which helps faculty evaluate the impact of technology on learning outcomes and examine the cost-efficiency of integrating technology into the curriculum. The project will help participating institutions with faculty development efforts, implement redesigned courses that will reach 100-1000 students on each of five campuses, develop processes at each school for measuring student outcomes, and engage in institutional self-assessment to understand how and technology is working.

Nancy Perrin
perrinn@pdx.edu
(503) 725-3514
Portland State University
College of Liberal Arts and Sciences
P.O. Box 751-CLAS
Portland OR 97207

John Rueter
rueterj@pdx.edu
(503) 725-3514
Portland State University
College of Liberal Arts and Sciences
P.O. Box 751-CLAS
Portland, OR 97207

INDEX

(EC/US = J; Cost = R; Dissemination = P)

Access and Retention

51516 Alaska, University of, Southeast
51070 Albemarle, College of the
50605 American Samoa Community College
80389 Arizona, University of
61283 Arkansas, University of, Little Rock
80536 Bard College
71289 Benedict College
80043 Berkshire Community College
71568 California State University, Fresno
81313 California, University of, Los Angeles
81014 Central Michigan University
51619 Cheyney University of Pennsylvania
52180 City College of San Francisco
51898 City University of New York, Brooklyn College
80120 City University of New York, Brooklyn College
81116 City University of New York, College of Staten Island
80310 Daytona Beach Community College
80032 Eastern College (P)
51378 Essex County College
52022 Fayetteville State College
70762 Foothill College
61964 Foothill College
51282 Fort Valley State College
50940 Heritage College
70529 Iowa, University of
70520 Kirkwood Community College
70348 Lynchburg College
51558 Mary Baldwin College
61444 Miami University
50913 Michigan, University of
80711 Minnesota, University of
50977 Mississippi University for Women
70516 Morehouse College
70925 Northern Essex Community College
70175 Pennsylvania Institute of Technology
81383 Posse Foundation
51211 Prairie View A&M
61561 San Francisco State University
61948 South Dakota State University
81022 Southern University
50386 Washington, University of
51140 Willamette University College of Law
81275 Women in Engineering Program (WEPAN)

Adult Education

61726 Governors State University
60045 Montana, University of
60141 South Florida, University of

Advising

80453 Association of American Colleges and Universities
51516 Alaska, University of, Southeast
51619 Cheyney University of Pennsylvania
80067 Colorado, University of, Denver (R)
50977 Mississippi University for Women
70516 Morehouse College
80100 Public Broadcasting Service
60215 Washington Higher Education Coordinating Board

Articulation & School ~ College Partnerships

80453 Association of American Colleges and Universities
80043 Berkshire Community College
71722 Boston University
51086 City Univ. of New York, College of Staten Island
81116 City Univ. of New York, College of Staten Island
70110 Clarkson University
61184 Education Resources Institute, The
51378 Essex County College
52022 Fayetteville State University
80095 Frederick Community College
80022 Harold Washington College (J)
50755 Minnesota, University of
50683 Northwest Indian College
70175 Pennsylvania Institute of Technology
50091 Rensselaer Polytechnic University
50625 Rhode Island School of Design
71440 Rice University
71551 Rockland Community College
80382 Rutgers, The State University of New Jersey
61948 South Dakota State University
50279 Temple University
60811 Thomas Nelson Community College
80621 Tidewater Community College
71371 Vermont Technical College
60215 Washington Higher Education Coordinating Board
71441 Washington, University of

Assessment

80649 American Academy for Liberal Education
61115 Arizona, University of
70300 Coalition of Christian Colleges & Universities
50608 College Board
50125 Duke University
70684 Higher Education Coordinating Board
51746 Nebraska, University of
81224 North Carolina, University of, Charlotte
60224 North Dakota, University of
60288 North Texas, University of, Health Sciences Center
50805 Ohio State University
80044 Portland State University (P)
70120 Prairie View A & M University
81034 South Carolina Commission on Higher Education
61492 Sonoma State University
60811 Thomas Nelson Community College

Business and Economics

70749 ACBSP
71085 Arizona State University
60299 Arizona State University
60410 Assoc. of Collegiate Business Schools & Programs
52215 Cook County Community Center
50413 DePaul University
80014 East Tennessee State University (J)
51073 Montana State University
80024 North Carolina, University of (J)
50683 Northwest Indian College
80038 Oregon State University (J)
60759 Robert Morris College
80062 Suomi College
51374 Villanova University

Campus Ethos

51783 Arkansas, University of, Little Rock
70300 Coalition of Christian Colleges & Universities
70056 Incarnate Word, University of the
61444 Miami University
50860 Miami University
50813 Michigan, University of
51132 Minnesota, University of
50977 Mississippi University for Women
50933 Saint Mary's College

Cost Effectiveness/Restructuring

50269 Delaware, University of
80056 Dickinson College (R)
81568 James Madison University
51210 Kansas State University
51342 New Hampshire College
52099 Portland State University
60861 Santa Barbara City College
50098 Utah, University of
60938 Westminster College

Critical Thinking

61591 Alverno College
41269 Carnegie Mellon University
51710 Colorado School of Mines
50675 Dickinson College
60550 Kennesaw State College

Curricular Reform

70749 ACBSP
52045 Alabama, University of
61401 American Association of Colleges of Pharmacy
50022 American Political Science Association
51130 American Studies Association
61115 Arizona, University of
70096 California, University of, Berkeley
70584 California, University of, Berkeley
61781 California, University of, Davis
80228 California, University of, Los Angeles
81313 California, University of, Los Angeles
72027 Center for Occupational Research & Development
50062 City University of New York, Hunter College
70300 Coalition of Christian Colleges and Universities
81418 Coastline Community College
60970 Colorado Comm. College & Occupational Ed. System
51710 Colorado School of Mines
80567 Hartford, University of
61258 Dona Ana Branch Community College
70787 Education Deveopment Center, Inc.
50795 Fisk University
61964 Foothill College
60293 Illinois Institute of Technology
60198 Indiana University-Purdue Univ., Indianapolis
50091 Indiana University-Purdue Univ., Indianapolis
70539 Iowa, University of
71364 Kalamazoo College
60550 Kennesaw State College
61634 Landmark College
61181 Maryland, University of, College Park
51052 Maryland, University of, College Park
50813 Michigan, University of
81448 New England Conservatory
50219 Northeastern University
61269 Norwich University
80017 Nova Southeastern University (R)
50378 Saint Andrew's College
60861 Santa Barbara City College
51888 Southern Illinois University
61949 South Dakota State University
71551 St. Olaf College
60882 Wisconsin, University of, Stevens Point

Dissemination

80419 Albany Law School
61401 American Association of Colleges of Pharmacy
50549 American Association for Higher Education
60308 American Council on Education
71568 California State University, Fresno
81263 City College of San Francisco
50382 Clemson University
70300 Coalition for Christian Colleges & Universities
50608 College Board
50675 Dickinson College
61622 Evergreen State College
80480 Foundation for Independent Higher Education
70933 Hope College
50159 League for Innovation in the Comm. Coll.
50860 Miami University
50322 Northeastern University
71755 Oklahoma, University of
81383 Posse Foundation
60759 Robert Morris College
60125 Syracuse University

Distance Learning

80685 Arizona State University
61283 Arkansas, University of
60463 Brevard Community College

80318 City Univ. of New York, Brooklyn College
61506 City Univ. of New York, Queens College
60385 City Univ. of New York, Queens College
51805 Coastline Community College
60970 Colorado Comm. College & Occup. Ed. System
61982 Concordia University
52215 Cook County Community Center
61174 Eastern Idaho Technical College
80095 Frederick Community College
61726 Governors State University
80173 Illinois Institute of Technology
60883 Indiana University of Pennsylvania
71020 Kansas State University
51210 Kansas State University
70520 Kirkwood Community College
81469 Maine, University of
51966 New School for Social Research
60229 North Dakota, University of
61269 Norwich University
80915 Oregon University System
80792 Portland State University
80100 Public Broadcasting Service
80382 Rutgers, The State University of New Jersey
80096 Santa Barbara City College (R)
60141 South Florida, University of
80359 Southwest Texas State University
60211 Stanford University
81264 Utah State University
50098 Utah, University of
60517 Western Interstate Commission for Higher Ed.

Engineering

61781 California, University of, Davis
72027 Center for Occupational Research & Development
51710 Colorado School of Mines
80039 Colorado, University of (J)
70301 Cooper Union School of Engineering
50423 Illinois Institute of Technology
60293 Illinois Institute of Technology
80173 Illinois Institute of Technology
50731 Illinois, University of
60198 Indiana University-Purdue Univ., Indianapolis
50067 Indiana University-Purdue Univ., Indianapolis
51052 Maryland, University of
50755 Minnesota, University of
60229 North Dakota, University of
60710 State Univ. of New York, College of Tech., Alfred
80011 Texas A&M University (P)
50386 Washington, University of
60511 Worcester Polytechnic Institute

Ethics

60045 Montana, University of
80040 Utah Valley State College (P)

Faculty Development

50549 American Association for Higher Education
51130 American Studies Association
60299 Arizona State University
60463 Brevard Community College
61781 California, University of, Davis
51898 City University of New York, Brooklyn College
80093 College of the Canyons
61982 Concordia University
60737 Delaware, University of
50125 Duke University
61964 Foothill College
61251 Hawaii, University of
50731 Illinois, Uniersity of
80157 Kansas State University
70348 Lynchburg College
51746 Nebraska, University of
51522 New Hampshire, University of
51966 New School for Social Research
70820 North Carolina, University of
60288 North Texas, University of
61269 Norwich University
60717 Ohio State University
52099 Portland State University
60592 Richmond, University of
51550 Rutgers University
80556 Sacred Heart, University of the
71551 St. Olaf College
51215 Tri-County Technical College
60215 Washington Higher Education Coordinating Board
60938 Westminster College
50459 Wisconsin, University of

The Fine Arts

52223 California, University of, Irvine
81452 Florida International University
72088 Georgia, University of
80004 Indiana University (R)
51364 Iowa, University of
80335 Levine School of Music
80674 Massachusetts, University of
81448 New England Conservatory
60900 Ohio State University
71755 Oklahoma, University of
50625 Rhode Island School of Design

Graduate and Professional Education

80419 Albany Law School
61401 American Association of Colleges of Pharmacy
80015 Boston College
80228 California, University of, Los Angeles
60417 Columbia University
50413 DePaul University
50611 Gonzaga University School of Law
71268 Illinois, University of
70318 Illinois, University of
50731 Illinois, University of
81568 James Madison University
51210 Kansas State University
60160 Lawrence Technological University
70157 Michigan State University
70442 Michigan State University
60045 Montana, University of
51522 New Hampshire, University of
60288 North Texas Medical Center, University of

80693 Saint Anselm College
72026 San Francisco State University
81022 Southern University
60141 South Florida, University of
60211 Stanford University
50499 Stanford University, Law School
61190 Virginia Polytechnic Institute
61725 West Virginia University
51140 Willamette University College of Law

Handicapped or Disabled Learners

80245 Gallaudet University
70598 Minnesota, University of
51132 Minnesota, University of
70925 Northern Essex Community College
50378 Saint Andrew's College
50960 Saint Cloud State University
72025 San Francisco State University
61561 San Francisco State University
50386 Washington, University of

Health and Medicine

80031 Allegheny University of the Health Sciences (P)
80389 Arizona, University of
52180 City College of San Francisco
81263 City College of San Francisco
81537 Colorado, University of, Health Sciences Center
60417 Columbia University
71268 Illinois, University of
70056 Incarnate Word, University of the
61601 Langston University
52224 North Texas Medical Center, University of
81262 San Jose State University
61561 San Francisco State University
60211 Stanford University
61725 West Virginia University

Interdisciplinary Studies

61591 Alverno College
51710 Colorado School of Mines
50795 Fisk University
50731 Illinois, University of
50769 Michigan, University of, Flint
50213 Norfolk State College
60456 South Carolina, University of
51888 Southern Illinois University
50499 Stanford University Law School

International Education

60300 Association of Americna Colleges and Universities
80340 Association of American Colleges and Universities
60748 Bard College
80245 Gallaudet University
50043 Immaculate Heart College
50263 Institute for International Education
51132 Minnesota, University of
60859 Mississippi Consortium for International Dev.
51522 New Hampshire, University of
81618 Oregon State University
80086 Rhode Island, University of
80492 Southern California University
80035 Tidewater Community College (P)

Language Learning (ESL Projects)

70602 ACTFL
80235 American Council of Teachers of Russian
60308 American Council on Education
50605 American Samoa Community College
61781 California, Uniersity of, Davis
80327 Center for Applied Linguistics
70011 Central Washington University
80776 City University of New York, Hunter College
81002 City University of New York, Hunter College
60385 City Univ. of New York, Queens College
50608 College Board
50413 DePaul University
61258 Dona Ana Branch Community College
61251 Hawaii, University of
61634 Landmark College
80596 Michigan, University of
80004 National Foreign Language Center
50322 Northeastern University
70925 Northern Essex Community College
50805 Ohio State University
81618 Oregon State University
81271 Puerto Rico, University of, Rio Piedras
80009 Rhode Island, University of (P)
80086 Rhode Island, University of
80930 Wisconsin, University of, Madison

Liberal Arts/Core Curriculum

80649 American Academy for Liberal Education
80148 Arizona, University of
80536 Bard College
80854 Barnard College
51898 City University of New York, Brooklyn College
80120 City University of New York, Brooklyn College
80318 City University of New York, Brooklyn College
50795 Fisk University
61601 Langston University
50219 Northeastern University
80013 Southwest Texas State University (P)
80588 State University of New York, Binghamton Univ.
60938 Westminster College

Mathematics

80015 Boston College
71703 Carnegie Mellon University
50062 City University of New York, Hunter College
50382 Clemson University
50675 Dickinson University
51282 Fort Valley State University
70933 Hope College
60550 Kennesaw State College
70698 Michigan, University of

51449 Nebraska, University of
51522 New Hampshire, University of
50216 Norfolk State College
51374 Villanova University

Multicultural Curriculum

60748 Bard College
51898 City University of New York, Brooklyn College
50795 Fisk University
81452 Florida International University
61726 Grossmont Community College
51364 Iowa, University of
70747 Kansas City Public Television 19, Inc.
61240 Maryland, University of, College Park

Roles and Rewards

50549 American Association for Higher Education
50125 Duke University
51746 Nebraska, University of
50279 Temple University

School-to-Work Initiatives

51516 Alaska, University of Southeast
71085 Arizona State University
80010 Austin Community College (J)
70011 Central Washington University
52180 City College of San Francisco
51086 City Univ. of N.Y., College of Staten Island
80776 City Univ. of New York, Hunter College
81002 City Univ. of New York, Hunter College
81194 City Univ. of New York, Technical College
80093 College of the Canyons
70301 Cooper Union School of Engineering
70787 Education Development Center, Inc.
61184 Education Resources Institute, The
80808 Gateway Community College
70125 Findlay, University of
60293 Illinois Institute of Technology
50159 League for Innovation in the Community College
50693 Northwest Indian College
80066 Orange Coast College (J)
80874 St. Philip's College
70208 Southwestern Louisiana, University of
51215 Tri-County Technical College
71371 Vermont Technical College

The Sciences

60239 Boston University
80586 Brigham Young University
80860 Central Conntecitcut State University
70427 City University of New York, City College
51086 City Univ. of NewYork, College of Staten Island
80249 City Univ. of New York, Queens College
51805 Coastline Community College
80506 Colegio Universitario del Este
80085 Colorado State University (R)
81638 Colorado, University of
60737 Delaware, University of
80016 Delaware, University of (J)
50999 Dickinson College
80015 Earth Imaging Techniques & Their Applicaitons (J)
70125 Findlay, University of
80041 Georgia Institute of Technology (J)
70933 Hope College
71268 Illinois, University of
70318 Illinois, University of
60550 Kennesaw State College
60160 Lawrence Technological University
81469 Maine, University of
70186 Maryland, University of
70834 Massachusetts, University of
50769 Michigan, University of, Flint
70238 Mississippi, University of
50216 Norfolk State College
71905 North Carolina State University
71755 Oklahoma, University of
80003 Oregon, University of (P)
70175 Pennsylvania Institute of Technology
80272 Pittsburgh, University of
81271 Puerto Rico, University of, Rio Piedras
80034 Purdue University (J)
50091 Rensselaer Polytechnic Institute
60592 Richmond, University of
60456 South Carolina State University
80359 Southwest Texas State University
70208 Southwestern Louisiana, University of
60125 Syracuse University
70542 Tufts University
50098 Utah, University of
71688 Utah State University
50386 Washington, University of
50459 Wisconsin, University of
81275 Women in Engineering Program (WEPAN)
60511 Worcester Polytechnic Institute

Service Learning

61282 Arkansas, University of, Little Rock
80027 Bonner Foundation (P)
60859 Mississippi Consortium for International Dev.
80556 Sacred Heart, University of the

Social Sciences

51783 Alabama, University of
51783 Arkansas, University of
40669 California State University, Bakersfield
61781 California, University of, Davis
61506 City Univ. of New York, Queens College
50940 Heritage College
51052 Maryland, University of, College Park
51374 Villanova University
60201 Virginia Polytechnic Institute

Teacher Education

70602 ACTFL
52223 California, University of, Irvine
80327 Center for Applied Linguistics
80860 Central Connecticut State University
70427 City University of New York, City College
81340 City University of New York, College of Staten Island
80249 City University of New York, Queens College
80506 Colegio Universitario del Este
50608 College Board, The
71797 Council of Independent Colleges
50999 Dickinson University
51282 Fort Valley State University
71265 Illinois, University of
71020 Kansas StateUniversity
71587 Massachusetts, University of, Lowell
50769 Michigan, University of, Flint
71861 Missouri, University of
52073 Neumann College
50091 Rensselaer Polytechnic University
50625 Rhode Island School of Design
71440 Rice University
70729 Utah State University
51275 Western Michigan University

Teacher Ass't Training/Preparing College Teachers

80148 Arizona, University of
70958 California, University of, Davis
61781 California, University of, Davis
60883 Indiana University of Pennsylvania
51522 New Hampshire, University of
51550 Rutgers University
80537 Pace University
80272 Pittsburgh, University of
70866 Springfield Technical Community College
60237 Wilmington College
80227 Wisconsin, University of, Green Bay

Teaching Effectiveness

50549 American Association for Higher Education
51086 City Univ. of New York, College of Staten Island
60237 College of William & Mary
61622 Evergreen State College
60160 Lawrence Technological University
80071 Manhattan Community College
71698 New Hampshire, University of
71905 North Carolina State University
52224 North Texas, University of
51550 Rutgers University
70432 Santa Fe Community College
80462 Washington State University
60237 Wilmington College

Technology

80235 American Council of Teachers of Russian
51130 American Studies Association
80685 Arizona State University
80586 Brigham Young University
70194 California, University of, Davis
70958 California, University of, Davis
71855 California, University of, Los Angeles
80450 Californria, University of, Riverside
71703 Carnegie Mellon University
70365 Carnegie Mellon University
72027 Center for Occupational Research & Development
61506 City University of New York, Queens College
70110 Clarkson University
50332 Clemson University
51805 Coastline Community College
70593 College of William & Mary
51710 Colorado School of Mines
80015 Colorado, University of (J)
81537 Colorado, University of, Health Sciences Center
80057 Columbia College Chicago
80310 Daytona Beach Community College
50675 Dickinson College
50999 Dickinson University
70787 Education Development Center, Inc.
80808 Gateway Community College
61726 Governors State University
81642 Huston-Tillotson College
50043 Immaculate Heart College
80458 Indiana University
70539 Iowa, University of
51364 Iowa, University of
80001 Johns Hopkins University (P)
71864 Kalamazoo College
70747 Kansas City Public Television 19, Inc.
51210 Kansas State University
80157 Kansas State University
80335 Levine School of Music
80071 Manhattan Community College
61240 Maryland, University of, College Park
51052 Maryland, University of, College Park
80001 Massachusetts Institute of Technology (J)
80038 Massachusetts University of, Amherst (R)
70834 Massachusetts, University of
71587 Massachusetts, University of, Lowell
80674 Massachusetts, University of
80596 Michigan, University of
70238 Mississippi, University of
60045 Montana, University of
80004 National Foreign Language Center
51449 Nebraska, University of
51966 New School for Social Research
70820 North Carolina, University of, Chapel Hill
60288 North Texas, University of
52224 North Texas, University of, Health Sciences Center
50805 Ohio State University
60900 Ohio State University
52099 Portland State University
50091 Rensselaer Polytechnic University
60592 Richmond, University of
51550 Rutgers University
50960 Saint Cloud State University
70432 Santa Fe Community College
61492 Sonoma State University
61949 South Dakota State University

51888 Southern Illinois University
60710 Spelman College
60710 State Univ. of New York, College of Tech., Alfred
70542 Tufts University
81264 Utah State University
61190 Virginia Polytechnic University
50312 Virginia Polytechnic University
60201 Virginia Polytechnic University
80462 Washington State University
80094 Western Interstate Comm. for Higher Education (R)
80930 Wisconsin, University of, Madison
60511 Worcester Polytechnic Institute

Women's Studies/Issues

50386 Washington, University of

Writing

50605 American Samoa Community College
71289 Benedict College
71722 Boston University
40506 City University of New York, Hunter College
81183 Hobart and William Smith Colleges
81642 Huston-Tillotson College
70442 Michigan State University
80621 Tidewater Community College